# THE NATION'S SCHOOLS



Witch Hunters and the Schools

Ellis Arnall

Motion Pictures in Adult Education

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Trends and Values in Radiant Heating

How a Grandstand Collapsed and Why

18 Original Articles, 12 Regular Features

DECEMBER

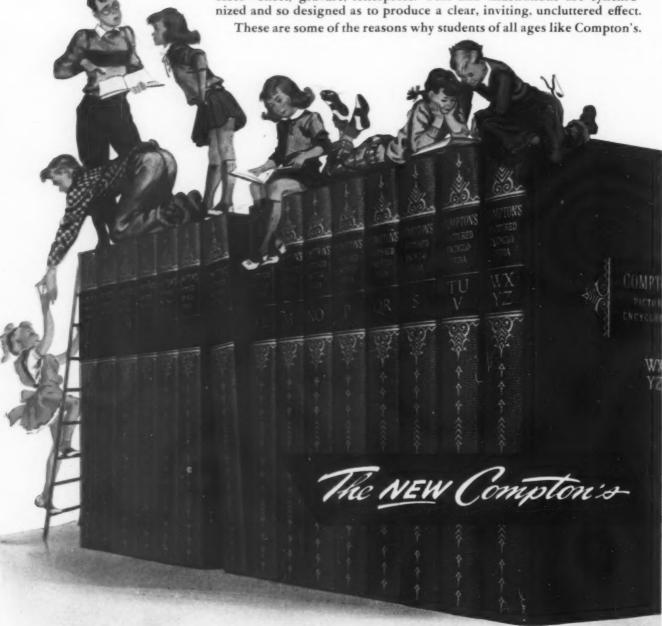
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#### **AMONG THE AUTHORS**



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served as attorney general of the state, 1939-43. It was from this last-named position that he advanced to the governorship of the state, serving from 1943 to 1947 and achieving national recognition for his vigorous but unprejudiced administration.

THOMAS F. MURRAY is director of elementary education for the public schools of Lubbock, Tex. He was graduated from Texas Technological College with a B.S. in education and from Teachers College, Columbia University, with an M.A. and is a candidate for a doctoral degree at Harvard.



Thomas F. Murray

From his high school principalship at Barstow, Tex., Mr. Murray joined the U. S. Army in 1942, serving almost four years. From February to June of this year, he was assistant in the office of field relations and placement at Teachers College, Columbia. He has published a number of short stories and in 1939 made a sociological field trip to Mexico. Taking still and motion pictures is his hobby.



L. M. Johnson

LOWELL M. JOHNSON has been dean of boys at Highland, Ill., High School since 1946. He was in military service from June 1941 to February 1946, being discharged with the rank of captain. Upon his return to civilian life he resumed his work as athletic director of the Community High

School at Beecher, Ill. Previously he had been a coach at Lovington, Ill. He received his Ed.B. degree from Illinois State Normal University.

VIERLING KERSEY is superintendent of schools in Los Angeles, the city in which he was born. He received his B.A., M.A. and D.Pd. from the University of Southern California; his LL.D. from Whittier College. He began his career as a teacher in Los Angeles high schools. After three years he was made vice principal, and after four more years, principal. He next became director of continuation education. From 1923 to 1929 he was assistant superintendent of city schools; from 1929-37 he was state superintendent of public instruction, from which post he returned to Los Angeles as the chief school administrator.

EDGAR L. MORPHET is executive secretary of the Florida Citizens Committee on Education. He obtained his B.A. from Indiana State Normal School, Terre Haute; his M.A. and Ph.D. from Columbia. His early experience was as a teacher and principal in Indiana. Following two years in the Philip-



E. L. Morphe

pines, he has been, successively, professor of education at Alabama Polytechnic Institute; professor of educational administration in the division of field studies at the University of Alabama; director of research and information with the Alabama State Department of Education; associate director of local school units project with the U. S. Office of Education, and director of administration and finance with the Florida State Department of Education.



J. Hartt Walsh

J. HARTT WALSH is associate professor of education at Washington University, St. Louis. He obtained his Ed.B. degree at Eau Claire Teachers College, his Ph.B. at Ripon College, his M.A. at the University of Minnesota and his Ph.D. at the University of Wisconsin. He has been a high school

teacher at Wautosa, Wis., a principal at Arkansaw, Wis., and Lake Geneva, Wis., a superintendent at Fulda, Minn., and at Lancaster, Wis. During World War II he served as chief educational consultant at the army air forces technical training school at Madison, Wis., was then with the college training program (V-12) of the navy for four years with the rank of lieutenant commander. For five months prior to going to Washington University he was director of current research with the Armed Forces Institute.

JUST FOR the records, Rose Schneideman wishes it known that she inadvertently omitted the word "skills" in a statement appearing in her biographical sketch last month. She intended to say: "I am more interested in learning skills than in credits."



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### Roving Reporter

Who's Afraid of the Weather? . . . Oh, for a Camp in the Ozarks!

. . . The Jewish Festival of Lights . . . No More Broken Windows

WITH BLIZZARDS and snowstorms likely to occur at any time now, principals in Minneapolis are explaining to parents their attitude concerning the closing of schools on account of bad weather. The general policy is that unless transportation facilities are tied up by a blizzard or heavy snow, the schools will be open for the children whose parents wish them to attend. Any child who is absent in cold weather must be marked absent, but these absences will



be excused in the same manner as any other which has a legitimate cause.

The first consideration in all cases is the health and safety of the child, but the Minneapolis school heads recognize the right and responsibility of parents in sending their children to school when the weather is extremely bad.



THINK of having 2080 acres of land in the Ozarks, all beautifully developed for recreational purposes, dropped in your lap! That's what happened to the Missouri State Teachers' Association when a Missouri businessman, E. T. Behrens, who is greatly interested in the education of youth, decided to give this \$50,000 property to the state teachers' association. It is located on Jack's Fork of the Current River in Shannon County. On it are three cottages, four cabins, a six room bungalow, an office building, a workshop and a central dining hall

with sleeping and living quarters. Near the camp are a chicken house and barn, the latter of which is large enough to accommodate a small dairy herd or several riding horses.



PUPILS at the Seguin School in Cincinnati at Christmas time last year made presents for their small brothers and sisters. While the work was going on, a Jewish boy mentioned the fact that his family did not observe Christmas but that they had a season of rejoicing during the same week. The pupils became interested and as a result the boy was asked to bring to school his book about the Jewish Hanukkah. The Christmas story and the story of the Hanukkah and the feast of the eight candles were told. From this, new understanding was developed among the pupils.



IT WAS an exciting day in four Detroit schools recently when WWDT, a television station, broadcast a lesson in safety by this newest teaching method. The receiving equipment was installed, the children gathered before the radio set and, in a moment, a giant school bus loomed up in the viewing panel and the movie "Priceless Cargo," recently designated by the National Safety Council as the outstanding safety film of the year, came in via the air waves.

When the film was over, a Detroit policeman who has cartooning talents gave a chalk talk on safety; the children ate that up, too.

Pupils, teachers and local safety officials agreed that the television experiment was a success.



SOMETHING had to be done, the Chicago school heads decided, to stop the wanton breaking of school windows. Last year the number broken amounted to 60,799, representing an investment of \$271,897. So the board of education committee on conservation of school and public property went to work. It offered a number of prizes amounting to 22,000 library books in a campaign to reduce the damage that was being done annually in the schools.

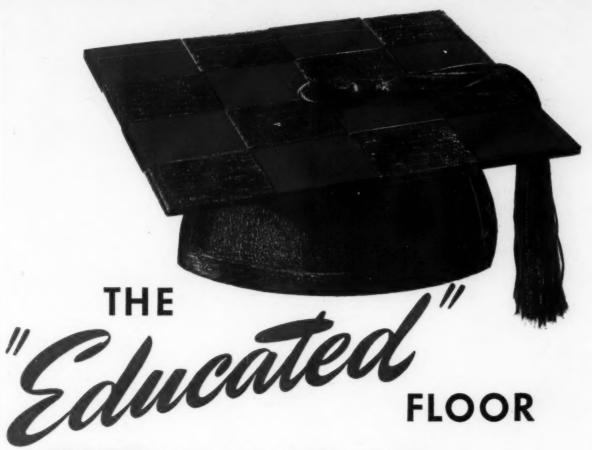
The winner in the contest was the Rogers School at 7345 N. Washtenaw Avenue, which led 200 elementary schools and 29 high schools with its record of no window panes broken in three years. Don Rogers, assistant superintendent and chairman of the school committee, gives credit to Principal Mildred Minogue, who states four reasons for lack of vandalism in her school.

These are as follows: an effective student council, pride in the school on the part of the faculty and student body, cooperation of the parent-



teacher association and a friendly janitor-custodian who participates in playground activities.

The campaign to halt window breaking is continuing, with even more valuable prizes to be awarded at the end of the current year to the schools which make the best records.



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#### **QUESTIONS AND ANSWERS**

#### Handling of Class Funds

How can the administrator in a school of 200 or 300 pupils delegate responsibility in receiving, expending and keeping a record of class funds so that they will pass a strict audit?

—A.B., lowa.

These duties may be delegated to a teacher and, in a school of the size you have mentioned, a modest system of internal accounting will serve. When the teacher is both accountant and treasurer, the school district should pay the cost of the fidelity bond. Trust funds of this character should be exposed to periodic audit in the same manner as the funds of the school district.—LEE M. THURSTON.

#### **Rural Guidance Program**

What kind of guidance program can be provided in a rural school?— C.O., Tex.

Schools in rural areas may accomplish in part the objectives of a guidance service in several ways. The extent and nature of the services will be limited by the specialized training and experience of teachers.

Schools having a teaching staff of six or less may:

1. Provide for regular teachers' meetings at frequent intervals to consider the problems of the student body. Each teacher, as a result of such meetings, may work on particular assignments, such as (a) preparation of an improved cumulative record folder, (b) gathering information on further training opportunities and free and inexpensive pamphlets on occupational opportunity, (c) interviewing all entering pupils to assist with starting the cumulative record and drafting a tentative four year program, (d) learning more about suitable tests and the giving of tests as

2. Explore the possibility of combining resources with one or more neighboring school districts to the end that a trained person may be employed to serve the several cooperating schools. Such a person could work part time in each school but devote his full time to guidance service.—JOSEPH ENDRES.

#### Personnel Responsibilities

What are some recent writings or publications graphing the responsibilities of the personnel of a school system for a town of about 30,000?

—A.T.L., Ind.

The survey of the schools of Moline, Ill., which in 1940 had a population of 34,000, contains a passage on pages 10 to 13, inclusive, on the personnel organization recommended for that system. The Moline survey was issued in April 1947 by the committee on field services, department of education, University of Chicago.—EUGENE LAWLER.

[Editor's Note: The Port Huron (Mich.) survey also outlined responsibilities of personnel. Two recent surveys of smaller communities dealing with problems of personnel are those of Glencoe, Ill., and LaGrange, Ill.]

#### Steam Boiler Insurance

Does regular fire insurance on a school building cover loss resulting from a fire after a steam boiler explosion? Do you think it is desirable for a school district to carry steam boiler explosion insurance?—M.S.H., Kan.

Loss from fire following a boiler explosion is covered under fire insurance policies. The loss which preceded the fire and which was caused by the boiler explosion would be recoverable under the fire contract only in the event the boiler explosion was caused by the fire.

School districts should carry steam boiler explosion insurance and such insurance should include not only the steam boilers, but also the hot water boilers, water tanks, air tanks and other pressure containers. The primary purpose of boiler insurance is to reduce the likelihood and severity of pressure vessel accidents by periodic

inspections of each insured object. School boards have, in most instances, purchased this type of insurance because of their concern with the safety of the pupils and teachers. A constant vigilance is necessary in order to maintain boilers and pressure vessels in safe operating condition. The boiler insurance companies follow a planned inspection program by engineers trained in the detection of conditions which lead to accidents.— EARL E. VOGT.

#### **Honor Student Disqualified?**

Should a student be ineligible for an honor roll when he has been dismissed from a class or study hall for a period or sent to a detention room for disturbing a class or study group?

—V.E.C., III.

A categorical answer to this question is inadvisable since consideration should be given to many varying factors which may be present in a specific situation. If eligibility for the honor roll is based on scholastic achievement alone, it would be difficult to argue successfully that the student should be deemed ineligible because of his involvement in an incident which was not a condition of eligibility.

A student eligible for the honor roll except for one such offense is not the sort who is repeatedly in difficulty; therefore, it would be advisable to consider the cause of the incident, the maturity of the student and the effect that disbarment might have upon him. If investigation revealed that the incident had resulted from the physical or mental restlessness characteristic of certain age levels, especially after long periods of physical inactivity or after periods when group control had been imposed rigidly by some teacher, it would be difficult to justify keeping the student from the honor roll.

To a teen-ager who had worked hard to qualify for honors and was declared ineligible because of one offense, the failure could assume the

(Continued on Page 10.)



### What COMMON OBSTACLE confronts this teacher?

ALL TOO OFTEN her well-prepared discussions and class sessions have little effect on her students.

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proportions of a catastrophe, resulting in emotional reactions which would influence adversely his attitude toward his future school work.

However, if satisfactory school citizenship is also a requirement of eligibility for the honor roll and students are well aware that such is the case, then a scholastically eligible student who is guilty of misconduct would have known in advance that he might penalize himself by his misdeeds. If he refrained from misconduct, not only would he gain the place on the honor roll to which his scholarship and satisfactory citizenship had made him eligible but also he would gain in self control and, consequently, in self respect.—HOMER W. ANDERSON.

#### Two Commencements a Year?

What are the present trend and the best thinking with regard to midyear promotions in high schools, colleges and universities?—L.J., Ky.

In large high schools, midyear promotions seem to be desirable and, as high schools increase in size, this practice will probably continue. In colleges and universities, the same situation will probably exist. Smaller colleges will cling to the traditional type of commencement and will hold them only once a year. Large universities with large classes graduating at various times through the year will hold two or more commencements.

My concept of commencement is something like this. The whole commencement program is in reality one of social interpretation or public relations. It is a big show, one of the biggest opportunities for "drama" for a school. For the graduate, the show consists of the cap and gown, the diploma, the presentation to the public and final recognition for completion of an educational program.

For the general public and the relatives, the show is an inspiring pageant in which they participate and in which the individual accomplishments of friends, relatives or American youth in general are recognized. Consequently, a high school or small college should plan to put on such a program only once a year and try to do it exceptionally well, so that the school can to some extent be characterized by its show or its program of social interpretation. A second commencement would be an anticlimax and consequently is considered undesirable.—JOHN R. EMENS.



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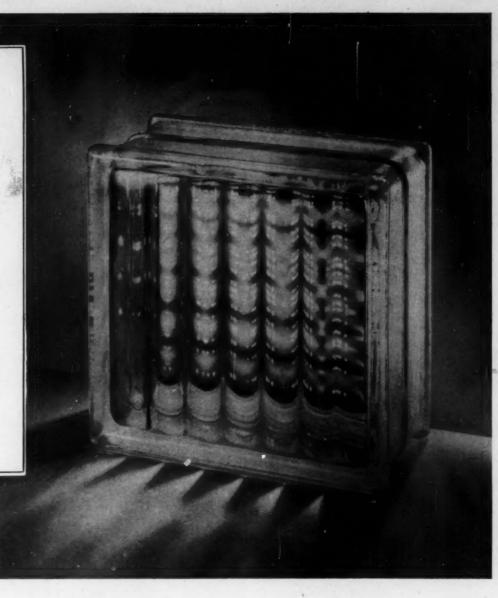
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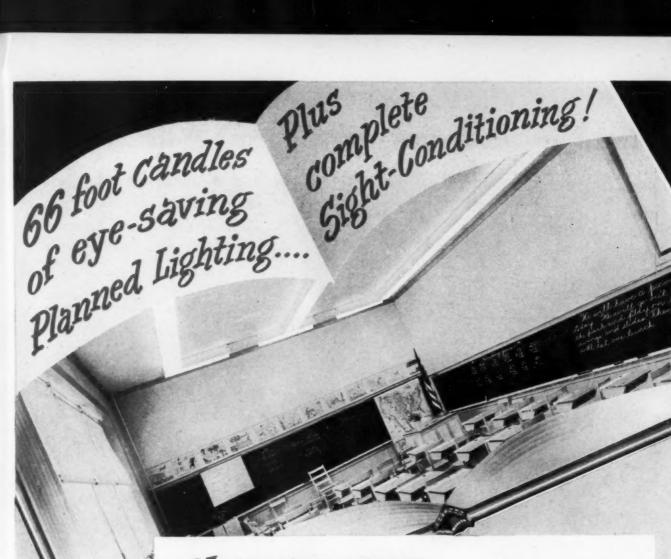
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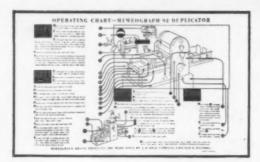


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### Looking Forward

#### **Rotary Fellowships**

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I N MEMORY of its founder, Paul T. Harris, Rotary International is raising a \$2,000,000 fund the income from which is to be used for supporting graduate exchange fellowships for international study. Foreign students will receive subventions for study in the United States and American students, for study abroad. For the current year 19 Rotary fellowships have been awarded with incomes ranging from \$1800 to \$2900.

The idea for international fellowships grew from an initially small experimental local club activity in granting tuition scholarships to outstanding secondary school graduates in scores of American communities. The extension of successful community experience into the world is the natural and sensible second step in promotion of world understanding and good will through education. International Rotary deserves high praise for its new venture.

#### **Vanishing Liberties**

THE American Civil Liberties Union, a voluntary association of liberty-loving Americans whose purpose is constant and continuing struggle against the forces of the right and left that would destroy American freedoms, recently issued its 1946-47 review. It is in many respects one of the most discouraging of a long line of such reports to the people. The year may be summarized as:

"The national climate of opinion in which freedom of public debate and minority dissent functioned with few restraints during the war years and after has undergone a sharply unfavorable change. . . . A general retreat to nationalism, militarism and the defense of the status quo increasingly marked the country. Excitement bordering on hysteria characterized the public approach to any issue related to Communism, accentuated by a declaration of a foreign policy aimed at blocking the advance of Soviet influence.

"In such an atmosphere of militant conservatism it was inevitable that practically all forces seeking reform should be blocked, and even established liberties associated with them should be attacked. . . .

"More powerful today than ever before in influence on the exercise of democratic liberties are international conflicts and our internal economy. During the war, national unity and necessary government controls resulted both in protecting and even extending democratic liberties and in a remarkable lack of hysteria and intolerance. Now with disunity reflected in our politics and economic control in conservative hands, conditions are not nearly so hospitable to the processes of unlimited public debate and the rôle of minorities on which our liberties so largely depend. The optimism expressed by the Union for some years in these annual reviews must today give way to a considerable measure of apparently justified skepticism concerning the immediate future of our democratic liberties as instruments of progress."

The price of our democratic way of life is intense and constant struggle to maintain it by those who really believe in it. Not the least fundamental of these rights are freedom of learning and freedom of teaching. Every attack on these absolutely essential liberties by reactionary clerical, cultural or economic groups should be met immediately by a strong counterattack. Our democracy is passing through a crucial period in which totalitarianism of the right may attempt to take over under guise of saving us from the totalitarianism of the left.

#### Segregation Abolished

ST. LOUIS has always been a race conscious community. Despite the splendid educational leadership of William T. Harris, Ben Blewitt, Frank Louis Soldan and John W. Withers, this community has maintained strict segregation in its public schools. Even at college level Negro candidates for teaching are kept in a separate institution well apart from their white fellowmen.

Archbishop Joseph E. Ritter maintains a large system of parochial schools for his church. Up to

September 1947 they have followed the public school pattern in maintaining racial segregation. When school opened in September Archbishop Ritter announced that because of crowded Negro schools colored children would henceforth be accepted in other diocesan schools. This decision at once produced a highly emotional reaction on the part of a parent group in the white school concerned. The parents wouldn't have it. An organization was formed, legal advice obtained and vigorous protest made to the archbishop. The parents even threatened to carry their protest to Rome.

Archbishop Ritter calmly reminded his disturbed parishioners in a pastoral letter: "It has come to our attention that a small group of individuals has signified its purpose of taking civil action to restrain us from carrying out a policy which we consider our right and duty as chief pastor of the faithful of this archdiocese, regardless of race or nationality.

"We realize that many of these good people are being gravely misled. Consequently, we take this occasion to remind them of their filial obligation as Catholics to cooperate with their bishop and clergy and their fellow Catholics in issues which are fundamental in our holy Catholic faith, namely, not only the equality of every soul before Almighty God, but also obedience to ecclesiastical authority."

The Catholic parents pondered long and carefully over this message and during October accepted the archbishop's policy. So far as parochial schools in St. Louis are concerned, racial segregation now ap-

pears to be a matter of the past.

Archbishop Ritter's decision was both daring and wise. By carrying into daily practice the "equality of every soul before Almighty God . . ." his breaking down of racial segregation, although accomplished by authoritative decree instead of more desirable parishioner conviction growing out of voluntary acceptance, deserves the highest commendation from every American who believes in the democratic concept that superiority rests on social contribution and not on color, creed or race.

#### American-Oriental Friendship

A NEW magazine for teachers and children was born in February 1947 when the American-Oriental Friendship Association, Inc. decided that the best way to stimulate understanding between American and Oriental children was by means of human interest information adjusted to the childhood and early adolescent years. According to Mary Ellen Saunders, the editor, "Asia Calling is not just another magazine . . . it is the germ of a new kind of magazine, one which bridges the gap between children and youth unable to communicate because of language barriers. . . . Asia Calling and America Calling provide the translation which is needed in order to have 9 to 15 year olds share their ideas about hobbies, sports, religion, music, art, literature, life."

The magazine itself is simple but attractive in format; type is well selected for size and column width well adjusted for easy reading. It presents each month phases of life in some Eastern country. Articles are adjusted to the upper elementary and lower secondary vocabularies. It has real possibilities in building better world understanding in the younger generation thus increasing chances for continuing peace among the peoples of the world.

The American-Oriental Friendship Association, Inc., of 1129 Sixteenth Street, Santa Monica, California, will be glad to furnish teachers all necessary

information concerning this project.

#### **Rural Education**

THE qualitative as well as quantitative differences between rural and urban educational opportunity are still large despite the fact that educators, sociologists and laymen have made serious study of the problem for more than fifty years. The first step in improvement is the development of an adequate administrative structure based on fundamentally related economic, educational and social interests. One of the chief difficulties in the achievement of these improved local structures is the long standing rural-urban conflict which both rural and urban political interests have found it profitable to maintain and even to expand.

Thus the ten day conference of the chief state school officers and their assistants at Ann Arbor, Michigan, under the sponsorship of the Kellogg Foundation is of more than passing importance. It is one of the first instances where the states have tried to find satisfactory solutions at state instead of federal levels. Their discussions also indicated a core of problems and difficulties common to all states.

#### No More Crusades

MANY Americans still believe that lasting world peace is possible even with current economic, social, sectarian, political and national tensions mounting to a new high. However, men of good will would feel much safer if President Harry S. Truman, his close associates and clerical advisers, to say nothing of certain members of the Congress, would read their histories more carefully and drop the idea of a "Christian Crusade" against "Atheism and Communism" and by implication against the other great religions of the world.

They might even gain broader perspective by reading Gerald L. Berry's recently published popular handbook "Religions of the World" (Barnes and Noble, Inc.). The author's statistical analysis of the population of the world by religious beliefs gives the grand total of all major faiths as 1,849,300,000. Only 36.9 per cent, or 682,400,000, are listed as Christian. Thus Christianity is a world religious minority. Only in the Western Hemisphere does

Christianity have a reported affiliation majority. Even in this area there are 32,800,000 non-Christians.

Lasting world peace can be built only on the firm foundation of complete religious freedom and respect for all points of view, beliefs and great religious teachers, as taught so successfully in our great nonsectarian public schools.

Recent religious tensions and conflicts in other parts of the world only serve to indicate that those whose beliefs are other than Christian will defend

them with just as great tenacity and firmness as we would the great American belief, expressed in the first amendment, that the right to believe or not to believe any specific creed is an inalienable individual right deeply rooted in American tradition, doubly safeguarded in our Bill of Rights. World peace in part rests upon religious peace, which means an extension of the American concept of complete freedom of religion for everyone. Any other way is bound to fail.

#### THE DEMOCRATIC WAY

FROM the ruck and wreckage of the second great world conflict two totalitarian concepts have emerged with one significant common purpose—the ultimate destruction of liberal democracy, the government of free men.

These ideologies have been carried over into the United States of North America where they have found some fertile ground in which to spawn. Native Fascism is growing again with funds furnished from sources not yet ready to come into the open. It poses as anti-Fascism and seeks to destroy popular confidence by labeling democratic liberals with the smear words of "atheistic" or "Communistic." Totalitarianism of the left grows steadily among the underprivileged and insecure minorities, spearheaded by some European transplants. In similar fashion, it seeks to discredit liberal democracy by the color words of "anti-democratic" and "Fascist."

Totalitarianism, both left and right, has two significant characteristics. Each type is fundamentally dynamic and aggressive and fears the free expression of ideas and the form of government it engenders. Liberal democracy thus finds itself caught between a dangerous crossfire from both extremes. These totalitarian ideologies offer little choice for compromise. Both are extremely dangerous to liberal ideas and liberal democratic government.

The struggle between democracy and totalitarianism is fundamentally one of ideas and it is well to remember that democratic ideals generated here less than two hundred years ago are now no American monopoly but exist in the hearts and aspirations of free men throughout the world. America does not stand alone. Democratic safety lies not in witch-hunting or in parallel intolerances but rather in making democracy work better and demonstrating through positive achievement that greater satisfactions and greater spiritual and material values lie in freedom. This belief calls for a program of positivism instead of more police.

Wilson W. Wyatt has brought out these facts brilliantly in his proposal for "Americans for Democratic Action," dedicated to the achievement of freedom and economic security for all people everywhere, through education and political action. Here is the first intelligent organizational appeal for solution of the current dilemma. It is an organization to which American public school teachers may give full hearted moral and financial support. Its 10 point creed, significantly democratic and significantly true to American ideals, follows:

"The wisdom of the ordinary man is still superior to any doctrine of government by goose step.

"Liberals emphatically reject the notion that there is a fatal contradiction between planning and freedom.

"Accepting the premise that government must assume responsibility for regulating wide areas of our economic life, we must resolutely seek a substantial rise in our standards of living rather than simply construct a floor under misery.

"We reject any double standard of political moral-

"Concentration of power is no less menacing in the realm of ideas than in our economic structure.

"We reject the narrow nationalism that would deny our country's rôle as a refuge to the oppressed of other nations.

"We insist that individuals and groups functioning in the democratic arena cannot cherish hidden loyalties and lead political double lives.

"Our belief in the resilience of democracy is strong and enduring. It is strong enough to insist that our society can withstand totalitarian attacks withour imitating totalitarian methods. We favor continual exposure of antidemocratic forces, whether they operate on the extreme right or extreme left.

"The chance of ultimate world stabilization hinges primarily on the achievement of a new deal for the desperate, disillusioned and embittered peoples of war-ravaged Europe. The Marshall plan offers the essential basis for world reconstruction. We are for it.

"Our internationalism rests ultimately on the conviction that millions of men and women throughout the world deeply prize democratic values. There is no American monopoly on those ideals."

The Editor



Charles Arthur Barke

"Young people have inquiring minds and it is the duty of educators to lead their inquiries in the direction of the truth."

### Witch Hunters

#### AND THE SCHOOLS

ELLIS ARNALL Former Governor of Georgia

I T IS a thoroughly trite truism that if democracy is to work in the United States, educators must solve the problem of providing the nation with an informed electorate.

The American theory of government presupposes two things: (1) that the average citizen has sound enough judgment and stalwart enough character to govern himself and (2) that the average citizen has sufficient information upon public affairs to furnish the basis for good judgment.

#### JEFFERSON'S CONCLUSIONS

Since I am almost as inclined to accept Mr. Jefferson's political theories on faith as Mr. Earl Browder is inclined to accept those of Marshal Stalin, I recognize that among the unalienable rights of citizens is that of changing the government to suit their needs, their wishes or even their whims, so long as the changes do not affect the civil liberties of any group, majority or minority. Mr. Jefferson based his conclusions about the intelligence and rights of the average citizen upon philosophical and ethical grounds; the empirical data to demonstrate the rightness of his position were not assembled until recently but they seem to prove that what the author of the Declaration accepted as a result of deductive logic and his personal experience as the squire of Albemarle County was accurate enough.

Whether the educational system of America can provide the average citizen with the necessary background of knowledge upon which to formulate decisions is currently in the balance.

During the period when I was governor of Georgia, while that state was engaged in a series of quite interesting experiments, education was one of the most pressing concerns and most vital issues. Because the Georgia effort to pull the public school system up to higher standards involved exceptional readjustments of the state budget, because the state came to lead the nation in percentage both of state revenue and of personal incomes devoted to education, the most important phase of the Georgia experiment became obscured.

That most important phase was our effort to make the schools independent of political interference and to permit educators to teach freely.

#### BUSY AGAIN

I am glad that Georgia took the step that it did and when it did, because witch hunters are busy again in America.

Not since the reckless, riotous, ribald 20's have educators stood in such danger and never before have they appeared so unaware of the relationship between witch burning in the field of government and witch burning on the campus.

Today there are proposals to restrict the citizenship rights of those who hold objectionable political, social or economic views. Beginning as an illconceived effort to abolish the Communist party, this tendency has been extended in some government quarters and among some Congressmen into an effort to purge from the government all those whose views are objectionable to adherents of the extreme right.

#### A MISUSED WORD

The unwisdom of driving Communism underground, where its operations cannot be seen, ought to be apparent to its opponents. But that is a practical reason for opposition to the measure, and *practical* is a word so utterly misused in recent days that is has come to mean, for me at least, the almost precise anonym for *realistic*.

The American doctrine always, heretofore, has been that any man can express and hold any views he likes. He may openly and with vigor argue against our form of government as long as he does not advocate its overthrow by force, and it is the obligation of the police to see that no annoyed citizen gives him a poke in the face for doing so. His views shall not affect his right to vote, to seek office, to write and publish what he thinks. Any departure from this doctrine means an abandonment of democratic concepts.

You cannot preserve democracy by

suspending its operations.

Democracy must preserve its existence by democratic methods. If we cannot make it work, then it is unworkable and must be abandoned. Personally, it seems to me rather pathetic and even tragic to talk of abandoning democracy. It has had so short a time to demonstrate its worth—a little more than three centuries as opposed to many milleniums for authoritarianism. It has recorded so many gains for human beings in that time and promises so much in social, economic and spiritual values that it ought to be given a chance to work.

However, it must be its own defense. It must demonstrate its worth, not the power of the state that gives it lip service. Its chance of enduring must rest on proving to everyone that the right of the people to be secure in their homes is good; that freedom of the press is good; that freedom of speech is good; that civilian control of the government is good; that freedom from arbitrary arrest is good. If these things are good only for part of the people, then democracy can work for only part of the people and our faith in it is founded upon nothing more than selfish sentimentality.

#### DEMOCRACY A LIVING CREED

If, on the other hand, democracy can produce a social order in which the human dignity of every individual is respected, an economic order in which there is freedom from the primary fear of hunger and a political order in which every citizen respects the law of the land because he is one of the lawmakers and an essential part of the government, then democracy is a living creed and a force that is irresistible.

The whole issue is one of deep concern to educators for two reasons.

Young people have inquiring minds, and it is the obligation of educators to answer their questions and to lead their inquiries in the direction of truth. The educator will be embarrassed, who is compelled to discuss democratic practices in a sentence that begins: "Democracy is a very fine thing, but. . . ."

Such an educator is going to feel a oneness, not with the father of the

University of Virginia and his spiritual sons, Adams, Dewey, Veblen and the rest, but with those who took over the academic chairs at Bonn and Heidelberg after the real teachers had fled or been removed to concentration camps.

However, the menace strikes even more directly. In the 1920's there was a serious and determined effort to obtain control over textbooks and teachers, in common schools and colleges alike, so as to teach pure propaganda.

In a number of instances, those who made this deliberate and calculated attempt to poison the wellsprings of American democracy were temporarily successful.

Later, in more than one state, came attempts to control the opinions of members of the faculties at various institutions. In Mississippi this resulted in a purge. In Georgia it resulted in a political issue upon which

the people voted, and the people voted for democracy, as they always will when they realize what the voting is about. In some other states the battle is yet to be fought.

Educators who do not wish their thoughts patrolled by the "Thought Police" will be distrustful of measures now directed at minority groups, at the soapbox-mounting lunatic fringe, at the Communist conspirators and, less actively, at their Fascist counterparts whose slogan is "Tomorrow America, pretty soon the world."

The educational system of America, from the kindergarten to the graduate school, must be the bulwark of the country in this increasing battle. Educators have no time to waste in debate in dusty libraries or dimmed cloisters; they need to get into the fight. They need to remember, and to apply realistically to themselves, the truth that nowhere can any man be free until everywhere all men are free.

#### A Credo for Educators

#### **ELLSWORTH TOMPKINS\***

 $A^{\text{S}}$  A member of the teaching profession, I believe:

A written statement of one's aims is the first step toward growth because it indicates a point of origin and a probable route.

Teaching is more than a profession. It is a calling. Although it may never bring ample financial rewards, teachers must be better paid.

Intellectual curiosity and enthusiasm distinguish the instruction of the master teacher.

No one can be a successful teacher unless he is fond of young people and shows them that he likes them.

It is not possible to express your personality as a teacher unless you have first achieved control of your class.

Good habits of work and accuracy are among the important outcomes of good instruction.

Homework is of little value if it does not develop the capacity for thoughtful understanding and expression.

The instructor who must use his

authority frequently needs much more than that authority to make him a successful teacher.

A school program should be worked out which offers comprehensive curricular and extracurricular activities to all.

We are teachers of boys and girls first, of subject matter second.

Personal guidance by sympathetic and competent teachers is the keystone of the school program.

The textbook is the teacher's aid, not the other way around.

The principal should support the teacher professionally, and vice versa, except where either has knowingly departed from written aims or accepted procedure.

These are the greatest needs to be realized by our instruction: accuracy and fluency of oral and written expression, thoroughness in thought and performance, respect for constituted authority in school and community, courtesy, good posture, courage, mastery of subject matter. These needs must be met by all departments of the school, no one more than any other.

General school rules should be obeyed by all in the school, pupils, teachers and principal.

<sup>\*</sup>Written while principal of Eastside High School, Paterson, N. J. Now Specialist for Large High Schools, U. S. Office of Education.

#### ON THE BASIS OF NEED

THE Florida Citizens Committee on Education recently completed a comprehensive two year study of all phases of education in Florida. Fortunately, virtually all recommendations growing out of this study have already been enacted into law. Florida has thus made a major step forward in education during the last year, in fact, has probably taken one of the most significant steps in the nation.

One important part of this study included vocational education as an integral part of the total program of

education for the state.

Vocational education was viewed by the Citizens Committee as "that component part of total education which centers its attention upon locating, defining and solving problems faced by people in (1) choosing an occupation, (2) preparing both personally and vocationally for an occupation and (3) entering upon and progressing in an occupation."

#### MORE IS NEEDED

The Citizens Committee concluded that the Florida program of vocational education has made steady progress and has amply demonstrated the value of this important phase of education but stressed the fact that "a much more comprehensive and effective program designed to serve the needs of the people of Florida is desirable and necessary."

This article is concerned chiefly with the recommendations relating to the method of financing the program of vocational education as an essential and integral part of the minimum foundation program and with the laws relating to this phase which were enacted at the recent session of the legislature.

The Citizens Committee report stated: "The present method of financing vocational courses is inadequate and better provisions should be made." The report recognized the fact that the matching plan established by the federal government helped greatly to

We have included vocational education in our new program as an integral part of the minimum foundation program. I believe we are the first state to take this step, and the procedures we have used should be of considerable interest to other states. This plan was worked out with the cooperation of those working in the field of vocational education and has met with widespread approval. Our entire program is working out satisfactorily. While substantial progress has already been made as a result of the new program, we are expecting to see many other evidences of progress during the coming months.

-E. L. MORPHET

stimulate the development of vocational programs in the years immediately following the passage of the original act.

However, as was contemplated by this act, states and local school systems should be expected to go beyond this minimum. Continued reliance on matching and lump sum total appropriations for vocational education tends to result in an inadequate program, or perhaps in an unbalanced program, particularly in many of the least wealthy centers in the state.

#### PROVIDE FOR BASIC NEEDS

In many cases those communities in greatest need of a good program of vocational education have not been in position to provide needed funds without handicapping other phases of the program. The Citizens Committee, therefore, concluded that "the foundation program should include and make satisfactory provision for basic financial needs of vocational education."

The basic problem for each phase of the program and for the entire program should be to determine needs and to assure the availability of funds to meet those needs.

For the vocational phase, the amount of state and local funds used should be equal to or greater than the federal funds which will be provided. However, in order to meet the needs, state and local funds for vocational education and secondary schools should be based on *instruction units* for vocational education rather than provided through a separate fixed appropriation.

Funds will thus be increased in accordance with need and the reimbursement plan will no longer be necessary except when federal funds are being used. In working out this program, proper consideration must be given to federal requirements so that full participation in federal funds will not be jeopardized.

#### STEPS RECOMMENDED

The following steps were recommended by the Citizens Committee as a means of determining instruction units for vocational education.

 Include one unit for each approved vocational teacher employed in a public high school.

2. Include units for students enrolled in vocational and technical

schools on a full time basis.

3. Include units for all part time and continuation students on a proportionate basis.

4. Include units for all adults enrolled, regardless of age.

It was recommended that "the value of all units should be computed on a twelve months' basis for all qualified vocational instructors employed for the full year."

The law as passed by the 1947 legislature carried out these recommendations fully. The minimum foundation program, as defined in the law, includes instructional salaries, transportation, other current expense, capital outlay and debt service. The cost of this program is computed on an objective basis for each county in the state and the proceeds from the yield of a 6 mill levy on average tax-paying

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capacity are then subtracted from the computed cost of the program to determine the funds to be provided by the state.

In arriving at the need for instructional salaries, instruction units are first determined on the basis of attendance as related to size of school and to factors of isolation. To these basic instruction units are added instruction units for vocational education, for exceptional children, for kindergartens, for adult education and for other essential phases of the program.

#### VOCATIONAL EDUCATION ADDED

For each school which has and can justify a program of vocational education, extra instruction units are added on the basis of that program. The average class size is required to be at least equal to 50 per cent of the average class size for schools falling in that classification for the computation of instruction units. Thus, the minimum vocational class size will range from nine students in average daily attendance in small isolated schools to 13 students in larger schools. This, however, is the minimum and many classes will go beyond the minimum.

For the vocational teachers employed on a full time basis with a full time load, one full unit is allowed, provided these minimum standards are met. However, in a small school, a vocational teacher may need to devote only half his time to vocational education and should perhaps devote the rest of his time to other phases of the program. In such cases, one half unit is allowed for vocational education. A proportionate fraction of an instruction unit is allowed for each additional qualified vocational teacher employed to teach evening, part time or short unit classes for less than a full school year.

In addition to the instruction units computed according to the preceding plan, administrative and special instruction service units also are allowed for each eight instruction units. These units may be used on a yearround basis. Thus ample provision is made for administrative and special services, such as guidance counseling, recreation, library services and so on.

After the instruction units are determined, the amount to be included for instructional salaries for each county is determined by multiplying the percentage of units according to training of personnel by the amounts prescribed by law. In the field of vocational education a system of equivalencies in certification was found necessary to provide for recognition of trade experience.

#### INSTRUCTIONAL SALARIES

The amount included in the program for persons holding certificates based on college graduation or its equivalent is \$2550; for persons holding certificates based on five years of training or its equivalent, \$3000, and for persons holding certificates based on six years of training, \$3600. One fifth is added to the above amounts for persons who are employed on a full twelve months' basis. This constitutes the minimum foundation program allowance for salaries.

Each county, of course, develops its own salary schedule and has additional funds which may be added to these average amounts. In addition, \$1100 per transportation unit, \$300 per instruction unit for other current expense and \$400 per unit for capital outlay and debt service are included in the program.

Thus, for the first time in Florida, provision can be made for vocational education in accordance with needs without the requirement that each unit match state or federal funds and without the number of units being limited by a fixed appropriation. Vocational education is, therefore, in position to move forward along with other phases of education and to meet the needs as they are found to exist.

#### CAREFUL STUDY NEEDED

Carrying out this program will require even more careful study than has been made heretofore of the needs of the counties in order to determine centers and types of vocational programs needed and personnel required. It will assure the provision of adequate funds from state and local sources to meet all minimum needs, including needs for vocational education.

Vocational education is now a recognized and essential part of the minimum foundation program and funds needed to carry out the program are provided in the comprehensive appropriation, without the need for special appropriations or without direct reference to federal funds. As far as can be determined, Florida is the first state to work out its vocational program as an integral part of its comprehensive foundation program for schools. This step is expected to go a long way toward solving some of the problems in the field, particularly those involving appropriations, salaries, centers and the special kind of program needed.



#### Farewell to Superintendents

Is THE "old-fashioned, honest, nonpolitical, well trained school superin-. tendent" destined to be killed off by modern pressures? Dr. A. John Bartky, dean of the school of education at Stanford University, believes he is. In an editorial in the November 1 issue of the Saturday Evening Post, Dr. Bartky blames parents, students, teachers, the public and boards of education for a situation in which the odds have become so overwhelming "that the top-flight educator has lost interest in public school superintendencies, no matter how fat the purse offered him in the form of a high-priced contract."

This key post in our educational setup is difficult to fill "because no first rate educator wants to be branded a bigot, a fool or a thief. Gulliver, pinned to the ground at the mercy of the L'illiputians, has nothing on the modern superintendent."

Pointing to teachers with tenure, Dr. Bartky observes that they have security and the superintendent hasn't. "And never for a moment do they let him forget it." He adds that the teachers' "contact with parents gives them a direct line to the board of education. For sabotaging a superintendent, there isn't a simpler route."

#### **Public Education**

**Begins With** 

### Mursery Schools



Superintendent, Los Angeles



The urge to help oneself, even to hanging up clothing, begins early.

THE increasing amount of scientific knowledge concerning the education of the very young child, resulting in emphasis on the importance of the proper training during these vital formative years, has brought forth a growing demand for skilled nursery school training.

Since its inception America has been committed to the well rounded development of the individual. Furthermore, it has become increasingly apparent that this development cannot be restricted to any period of schooling. The abilities, understandings and traits which the individual will need as a useful member of society are the product of an orderly growth process begun in the child's earliest years.

#### LOS ANGELES PROVIDES FOR NEED

The need for a program for the very young child was felt in Los Angeles as early as 1916 when the first of 25 day nurseries was established under the leadership of Mrs. Susan Miller Dorsey, superintendent of schools, to care for a critical need. These day nurseries provided a suitable place where young children whose mothers worked outside the home could be cared for during the day. The program, for infants as well as preschool children, was primarily one of custodial care.

Child care centers for children of nursery school age now number 77 in Los Angeles and have an enrollment of 2200 children. A large percentage of the children come from homes where the mother is the sole support of the family or needs to work to supplement the family income.

For such children the child care center is both a day school and a home annex where the program and environment are planned to stimulate the learning and development of young children. The center is not a substitute for the home but a supplement to home facilities. Opportunities for parent education are provided by discussion of the child's needs, health and behavior records, a lending library and a functional bulletin board with suggested reading helps and other information.

The centers are open daily, with the exception of Sunday, from 6 a.m. to 6 p.m., the children remaining at the nursery during the hours the mother is at work. According to their means, parents pay a weekly fee for each child.

#### NURSERY SCHOOLS STARTED IN 1926

Educational work with children of nursery school age and their parents was started in Los Angeles in 1926 when the Los Angeles board of education authorized the establishment of a demonstration nursery school under the direction of Dr. Elizabeth L. Woods, director of the department of

psychology and educational research. The school was established to furnish an environment in which children ranging in age from 2 to 5 might develop desirable habits and normal emotional attitudes. Studies were made of child growth and development, and projects in parent education were inaugurated. Nearby senior high school students were given an opportunity to observe and participate in the nursery school.

#### W.P.A. AIDS PROGRAM

Nursery school education on a larger scale was made possible through the federally supported Works Progress Administration nursery schools, established in 1934 under Dr. Woods' direction. These schools were operated from 9 a.m. until 3 p.m. daily, and attendance was limited to children aged 2 to 5 years. Instruction in nutrition, child care and guidance was provided in classes for parents.

The beginning of World War II intensified the need for nursery school service for children of mothers working in industry, and in May 1943 the first Lanham Act child care centers were started in Los Angeles, operating daily for twelve hours. At this time the existing W.P.A. nursery schools were consolidated with the child care centers and Mrs. Myra Banta Nelson was appointed supervisor of the project. In the fall of 1944 the former Los Angeles day nurseries, which

had become home economics laboratories, were also incorporated as a part of the Lanham Act child care centers.

#### NUMBER INCREASED RAPIDLY

The program expanded rapidly until Los Angeles was operating the largest child care program in the United States throughout the war. At the peak of the war there were 3978 children between the ages of 2 and 5 enrolled in 91 nursery centers and a waiting list of 2000 children.

Funds provided under the Lanham Act were discontinued in February 1946. Because of the educational aspects of the program and the need for continued service for working women, the state legislature has since passed a yearly enabling act to continue this important program.

In addition to the aspects of parent education inherent in the child care program, emphasis is primarily laid on helping young children between the ages of 2 and 5 become socially well adjusted individuals. Special attention is given to facilitating habits of health and self care, providing learning in the physical environment, fostering living with other people and encouraging esthetic expression and creative activity.

#### HEALTH PROGRAM IS BASIC

Since a sound health program is basic to child development, a complete medical examination is prerequisite to a child's enrollment in the center. A daily health inspection to afford protection against communicable diseases is made each morning upon the children's arrival, in the presence of the parents, before the children join their groups. The health department of the city schools, through regular visits of its doctors and nurses twice weekly, has given fine supervision of the health program and

valuable assistance to parents in preventing and correcting health problems before school age.

#### GOOD HABITS DEVELOPED

Daily routines encourage desirable habits of eating, sleeping and going to the toilet. Self help is encouraged by providing equipment, furnishings and fixtures appropriate to the child's level of maturity. In good weather all activities are carried on out of doors. A well prepared substantial noon meal is served as well as midmorning cod liver oil and juice and an afternoon serving of sandwiches and milk. A variety of outdoor and indoor play equipment aids the children in the development and control of large and small muscles. The daily schedule presents a suitable balance between activity and rest.

Under a program which stimulates self help, self control and respect for the rights of others as well as his own,



Children can be taught to love and appreciate books through right use.



Working puzzles holds interest for young children and assists in developing skill in muscular coordination.



It's the nursery school children's responsibility to clean up after eating.



Activities, such as the above, stimulate the imagination and teach 4 year olds how to play cooperatively.



Fear of animals usually disappears when boys and girls make friends with them. They learn to love their pets.



Morning inspection of youngsters is an important part of the daily schedule.

the nursery school child grows in his understanding of group living and the ability to get along with others. Opportunities are given for sharing responsibilities, taking turns, working and playing with children of his own age and giving and receiving affection.

#### INITIATIVE ENCOURAGED

Since initiative and spontaneity are encouraged, organized games are not used with these preschool children. Growth in learning to live and play together is uneven and gradual. Group activities are encouraged. Consistent and kindly treatment in all situations assists in preventing and eliminating behavior problems.

The nursery seeks to offer the child a rich, well balanced environment full of interesting possibilities where he has an opportunity to choose his playthings, to work at his own pace and to learn by experimentation. He overcomes fear and replaces it with caution and a feeling of responsibility. Provision is made for active and quiet play, activities requiring the use of the hands and social development.

Esthetic and creative activities are a part of the child's nursery school life. Centers of interest are supplied for developing appreciations and stimulating eager curiosities. Children acquire control and facility in speech as they tell of their experiences and have someone to listen.

#### PROGRAM WORKS IN WELL

The nursery school articulates well with the public schools' program of kindergarten and first grade. A nurs-

ery school child has had experience in working and living with other children. He has been provided with play materials which have given him opportunity to make things, to use his imagination and to reason out solutions at his own age level. The program of the well rounded nursery school provides opportunity for him to learn about his world, to develop understanding and skillful use of his body and to acquire increasingly better control of his behavior and emotions.

#### SERVE AS TRAINING CENTERS, TOO

Important as this program is for the children who attend, helpful as the teaching in child development and care is to parents, an important aspect of the movement is the training of young men and women from 10 Los Angeles high schools and the city college. Four Los Angeles hospitals also use the centers as laboratories for their nurses in training. Here, those who are studying child growth and guidance learn first hand how to guide the young child's activities in an environment that has been well planned.

Citizens are demanding that nursery schools become accepted as an integral part of our system of public education. The educational and social values to the child and his community have been demonstrated. In many aspects of public school service the United States has pointed the way. Our provisions for young children of today and tomorrow are a matter of major concern. Surely the American people will fulfill their responsibility to their children in this respect.



Outdoor music time has great appeal for young children. Dancing gives them an opportunity too for expression of their own ideas.

# Join THE TEACHERS AND BE the World

#### THOMAS F. MURRAY

Director of Elementary Education Lubbock, Tex.

I N THE literature of education there is a dearth of studious comment on the subject of the recruitment of teachers. The great bulk of material on hand either confuses recruitment with "selection" or consists of diatribes against such things as low pay and restrictive covenants. While it must be admitted that the latter injustices handicap the recruitment program, it must be further admitted that the continued existence of such complaints among teachers makes increasingly important the waging of a recruitment campaign.

Newcomers to the teaching profession must be attracted by the status quo, not by vague promises of better working conditions tomorrow. The individuals now teaching, all presumably "selected" with care by colleges, by superintendents, by school boards or by some other measuring stick of excellence, are partially responsible for the continuance of the grievances against which they protest. A sound recruitment program is essential if the teaching profession is to gain the eminence associated with the practice of law and medicine.

#### HOW OTHER PROFESSIONS RECRUIT

Few, if any, persons drift into law or medicine. A subtle recruitment program furnishes each year a bumper crop of aspirant doctors and lawyers. Primed by magazine advertisements and stories, motion pictures, radio programs and novels, brave men and braver women clamor for the chance to compete for the coveted diplomas. The applicant for the legal or medical degree is possessed of determination to gain his objective; with ambition he arrives at his several institutions of training and graduates, if at all, from each with ability.

The solution of the problem is not in "selection of teaching personnel" by college standards, curved to fit the mentality of the enrollment, or by school superintendents or by boards

of education. Such antiquated methods invite disillusionment. The personable young men with the high I.Q.'s are already gone into medicine, law, engineering, business or some other field which has shown itself less hesitant to lure them.

Recruitment must inevitably precede selection if we are to guarantee high quality candidates among whom selection can be made.

What kind of recruitment?

"The recruitment of teachers," one can almost hear the profession chorus like children reciting a lesson learned by heart instead of by head, "must be conducted, if it must be conducted, on a dignified plane. There must be no lowering of standards."

#### RECRUITMENT, NOT SELECTION

Again let it be made clear: we are proposing a recruitment program, not a selection device. The standards of the teaching profession are not at stake; they will be determined by the selections made among the would-be teachers recruited. The dignity of a recruitment campaign is relative. We can conduct a ripsnorting, evangelistic campaign and remain highly dignified compared with the lurid advertising so loved by the American public that billions are spent in tribute.

The purpose of recruitment is to attract numerous top-flight candidates for the teaching profession. To achieve the end sought we must unbend and crawl into the Trojan horse of appealing propaganda.

"But we already use propaganda!" comes the chorus.

We do, indeed. We are astride the Greek horse. Let us grab the brass ring and try the Trojan one for awhile. But before we hide ourselves in appealing propaganda, let's take a last look at the nightmare we've been riding:

"Our Disintegrating Schools," News-Week, July 21, 1947.

"What Is Your Education Worth?" by Philip Wylie, *Reader's Digest*, September 1947 (reprinted from *This Week*, June 1, 1947.)

"Should Teachers Strike?" Ladies' Home Journal, October 1947.

We cannot charge the recent propaganda with being less than bombastic. It is ideally attention-arousing; it ought to settle once and for all any question about whether teachers should seek dignified publicity. Teachers have committed themselves to beating their drums, gums and typewriters. The only charge possible against the foregoing headlines is predicated upon their anti-recruitment effect.

A glance down the collection of headlines, typical of the educational propaganda during recent months, is enough to start the best of this year's professionally inclined high school graduates into pre-law and pre-medical courses. It would be difficult to conceive deliberately a campaign more suited to dissuade teacher candidates.

Where else will be found equal ignorance of public relations? In the armed forces?

#### THEY HARP ON THEIR OWN MERITS

Last year the United States Army and Navy gained substantial pay increases for all personnel, yet not once during their private gripe sessions with congressional committee members did they cease publicly shouting the merits of their respective services.

Had they followed the example of the teaching profession, the armed forces recruitment programs would have contained slogans like unto these:

I'M THROUGH WITH DROWNING RAISE THE COST OF DYING EVERYBODY HATES A SOLDIER

Cooler heads prevailed and the recruitment campaigns of the army and navy must be acclaimed as breathtakingly successful, particularly in view of the fact that in one year enlistments totaled several times the entire prewar enlistments.

It would be foolish, too, for corporations seeking employes to list the number of bankruptcies and suicides among businessmen, or for law schools to press their applicants to consider the innocent men they may convict in later years. No intelligent recruitment campaign does more than touch lightly upon the harsher aspects of its case, and when difficulties are broached they are coupled with increased arguments in favor of the profession being lauded.

Some there are who will claim that the quoted examples of teacherrelated publicity should not be judged by a recruitment criterion. To these we reply: "All teaching profession propaganda affects the number of recruits." Even in publicity which is designed to attract new applicants for teaching careers, we have muddled the job. Either professional educators are greatly concerned over abstract questions dealing with "the place of (you name it) in the modern world" or else they are impractically practical in wondering about the obvious: "Does the applicant like children?" The medical profession does not seek

#### **Teachers Are Architects**

TEACHERS ARE HAILED as "architects of America's future" in the recruitment folder prepared by the Ohio Education Association. Entitled, "New Careers — 25,000 Good Jobs," the folder sets this figure as the number of new teaching positions that will be available in Ohio during the next six years.

The greatest need is for well trained instructors in the elementary schools in which enrollments are increasing and will continue to increase until 1953 because of the high war and postwar birth rate. Greatest opportunities in the high school field are in business education, home economics, industrial arts, mathematics, science, physical and health education.

The folder describes teaching as a lifetime career of unlimited opportunities. Salaries are up. Teaching has been made easier and more efficient through new materials, equipment, and technics. No other occupation offers such opportunities for summer and winter vacations which, in turn, permit travel, study and the pursuit of

happiness, and also the privilege of

leaves of absence up to two years.

TEACHERS ARE
UNFAIR
TO TEACHING
TO TEACHING

to know if would-be doctors can stand the sight of blood; the point will be resolved in due time during the course of study.

We have taken stock of the Greek horse. We have found fault; now let us find a better steed. The Trojan horse awaits our use.

The means of recruitment at our disposal are many. The radio, press, stage and screen are mediums through which we can transmit our recruitment program. The school itself is a recruiting office; each teacher should be a recruiting officer. No more should the star English student be directed

into journalism; no more should the loquacious lad be shunted off into law, or the popular boy into politics, or the biology-whiz pushed into medicine. Invite them all into the teaching profession.

We need not bludgeon the best students into following our footsteps. We need only suggest that they begin to think of teaching as a career, that they attempt to qualify and, if in trying they fail, then they can seek solace in the other professions.

What should be the context of our program? What should we say in speech and print?

What is the prime ingredient in the recruitment programs of the other professions? Drama? Conflict? Triumph? Splendid failure? These exist. But always is the argument personal. The appeal is not addressed to abstract people or emotions unrelated to human minds. The appeal is made to the individual. "Adventure, fame, and fortune await you" is the battle cry.

We in the teaching profession have the lion's share of adventure, a pittance of fame and—well, we do have the lion's share of adventure. And using the appeal of adventure we should recruit the best of American youth into the teaching profession. The entrance of adventure loving, adventure seeking people will soon bring fame and fortune to the citadel of learning.

Let's teach the world a lesson.

#### Music Code Defines a Conflict

Agreement With American Federation of Musicians Makes Distinction Between Music Education and Pursuing a Vocation

R ENDER unto music education that which is the schools', and unto Caesar that which is Caesar's. This paraphrasing of the well known Biblical text characterizes the code of ethics adopted jointly by the American Federation of Musicians and the Music Educators National Conference, and approved by the executive committee of the American Association of School Administrators.

The code defines the field of music education as including "the teaching of music in such demonstrations of music education as do not directly conflict with the interests of the profession of musician." It stipulates that the field of entertainment should be the prov-

ince of the professional musician and that "the professional musician shall have the fullest protection in his efforts to earn his living from the playing and rendition of music."

Effective for one year from the date of its signature, September 22, 1947, the code was signed by James C. Petrillo for the musicians' federation; Luther A. Richman for the music educators, and Herold C. Hunt, president of the A.A.S.A.

The code has significance far beyond its direct application to public appearance of school musicians. It is a recognition that ethical considerations are involved when public school activities compete directly with those of persons who earn a livelihood through their established profession or vocation. The text of the code is as follows.

THE competition of school bands and orchestras has in the past years been a matter of great concern and, at times, even hardship to the professional musicians.

The music educators and the professional musicians are alike concerned with the general acceptance of music as a desirable factor in the social and cultural growth of our country. The music educators contribute to this end by fostering the study of music among the children of the country and by developing a keen interest in better music among the masses. The professional musicians strive to improve musical taste by providing increasingly artistic performances of worth-while musical works.

This unanimity of purpose is further exemplified by the fact that a great many professional musicians are music educators and a great many music educators are or have been actively engaged in the field of professional performances.

The members of high school symphonic orchestras and bands look to the professional organizations for example and inspiration; they become active patrons of music in later life. They are not content to listen to twelve piece ensembles when an orchestra of symphonic proportions is necessary to give adequate performance to the music. These former music students, through their influence on sponsors, employers and program makers in demanding adequate musical performances, have a beneficial effect upon the prestige and economic status of the professional musicians.

Since it is in the interest of the music educator to attract public attention to his attainments for the purpose of enhancing his prestige and subsequently his income, and it is in the interest of the professional musician to create more opportunities for employment at increased remuneration, it is only natural that upon certain occasions some incidents might occur in which the interests of the members of one or the other group might be infringed upon from either lack of forethought or lack of ethical standards among individuals.

In order to establish a clear understanding as to the limitations of the fields of professional music and music education in the United States, the following statement of policy is adopted by the Music Educators National Conference and the American Federation of Musicians and is recommended to those serving in their respective fields.

#### **Music Education**

The field of music education, including the teaching of music and such demonstrations of music education as do not directly conflict with the interests of the professional musician, is the province of the music educator. It is the primary purpose of all the parties hereto that the professional musician shall have the fullest protection in his efforts to earn his living from the playing and rendition of music; to that end it is recognized and accepted that all music to be performed under the "code of ethics" herein set forth is and shall be performed in connection with nonprofit, noncommercial and noncompetitive enterprises.

Under the heading of "Music Education" should be included the following:

- SCHOOL FUNCTIONS initiated by the schools as a part of a school program, whether in a school building or other building.
- COMMUNITY FUNCTIONS organized in the interest of the schools strictly for educational purposes, such as those that might be originated by the Parent-Teacher Association.
- SCHOOL EXHIBITS prepared as a part of the school district's courtesies for educational organizations or educational conventions being entertained in the district.
- 4. EDUCATIONAL BROADCASTS which have the purpose of demonstrating or illustrating pupils' achievements in music study, or which represent the culmination of a period of study and rehearsal. Included in this category are local, state, regional and national school music festivals and competitions held under the auspices of schools, colleges and/or educational organizations on a nonprofit basis and broadcast to acquaint the public with



THE NEXT STEP for Gen. Dwight D. Eisenhower is the presidency of Columbia University, New York City. He is shown here on the steps of the Seth Low Memorial Library at Columbia. He will assume his office early next year.

the results of music instruction in the schools.

- 5. CIVIC OCCASIONS of local, state or national patriotic interest, of sufficient breadth to enlist the sympathies and cooperation of all persons, such as those held by the G.A.R., American Legion and Veterans of Foreign Wars in connection with their Memorial Day services in the cemeteries. It is understood that affairs of this kind may be participated in only when such participation does not in the least usurp the rights and privileges of local professional musicia...
- 6. BENEFIT PERFORMANCES for local charities, such as the welfare federations, Red Cross, hospitals and so on, when and where local professional musicians would likewise donate their services.
- EDUCATIONAL OR CIVIC SERV-ICES that might beforehand be mutually agreed upon by the school authorities and official representatives of the local professional musicians.
- 8. AUDITION RECORDINGS for study purposes made in the classroom or in connection with contest or festival performances by students, such recordings to be limited to exclusive use by the students and their teachers and not offered for general sale or other public distribution. This definition pertains only to the purpose and utilization of audition recordings and not to matters concerned with copyright regulations. Compliance with copyright requirements applying to recording of compositions not in the public domain is the responsibility of the school, college or educational organization under whose auspices the recording is made.

#### Entertainment

The field of entertainment is the province of the professional musician. Under this heading are the following:

- 1. CIVIC PARADES, ceremonies, expositions, community concerts and community center activities (See 1, Paragraph 2, for further definition); regattas, nonscholastic contests, festivals, athletic games, activities or celebrations and the like; national, state and county fairs (See 1, Paragraph 5, for further definition).
- Functions for the furtherance, directly or indirectly, of any public or private enterprise; functions by chambers of commerce, boards of trade and commercial clubs or associations.
- Any occasion that is partisan or sectarian in character or purpose.
- 4. Functions of clubs, societies, civic or fraternal organizations.
- 5. Statements that funds are not available for the employment of professional musicians, or that if the talents of amateur musical organizations cannot be had, other musicians cannot or will not be employed, or that the amateur musicians are to play without remuneration of any kind are all immaterial.



TODAY'S student activities (or the so-called "extracurricular" program) are the outgrowth of a philosophy of education based upon the need for the development of the whole child.

The struggle to maintain the proper balance between the in-class and outof-class programs of schools has been participated in by everyone concerned with the schools and education-parents, pupils, taxpayers, teachers, school boards, administrators, the public.

Contending viewpoints as to the emphasis which should be given them have often been vehemently expressed, and frequently strong pressures have been exerted for and against them. Frequently these differences of opinion have resulted in court action. The needs and interests of the boys and girls too often have been ignored or have been subordinated to community pressures, to the dominance of the activity program by the school officials and staff, or to a belief that activities are only "window dressing."

#### WHERE DOES RESPONSIBILITY LIE?

The matter of rights and responsibilities in education has been brought before the various courts on numerous occasions. While education is not referred to in the federal Constitution, the high tribunals have interpreted the "welfare clause" to include The courts education and schools. have declared that education is a function of the state. The states, in turn, have delegated much of this responsibility to the local school authorities who, within prescribed legal limits, have the right to determine the extent and limits of the educational program.

This is no less true in the case of student activities. This right makes the local school administrator and the staff, who are selected by the school board, responsible for safe equipment, for adequate supervision and administration and for educationally worthwhile activities.

A number of important cases involving student activities have been brought before the courts for litiga-In some instances the courts have clearly recognized student activities as a part of a modern educational program. It is interesting to note that the jurists sometimes appear to be farther advanced in their educational philosophy than are many school administrators and teachers.

Questions as to whether student activities are justly a part of education, whether they constitute unfair competition to the activities of commercial agencies, whether facilities should be provided for such activities, these and many other questions have been brought to the courts for inter-

#### MORE THAN TEXTBOOKS

In a federal court ruling it was pointed out that the education of the child means more than merely communicating the contents of textbooks to him.1 In reversing the decision of a lower tribunal, the Utah supreme court brought out that "while the student body activities are not part of the curriculum or course of study of the schools and are regarded as extracurricular activities, yet they are essentially part of any efficient educational system."2

Similarly, a Tennessee jurist asserted, in litigation regarding public appearances of the school band, that student activities cannot be penalized for the profit of another group.3

In considering competitive athletics and recreational programs, the courts have considered these activities as suited to making good citizens4 and essential for the development of the students as well as for the attainment of the purpose of the educational program.5 Student activities also were

declared to be a part of the school program in an opinion upholding the right of the board of education to assign to teachers the sponsorship of activities, other than classroom responsibilities, if the contract did not define what the specific duties of a teacher were.6

In the absence of other limitations, the courts have indicated that the school authorities have it within their jurisdiction to determine how extensive or how limited in nature the student activities shall be.7 In the Antel case, which dealt with the expelling of a student belonging to a Greek letter fraternity, the court stated, "In the absence of other limitations, the statutes included power to determine within reason what students shall be received and what students shall be rejected from school."8

#### **DECISIONS AFFECTING FRATERNITIES**

This case was cited in similar litigation when those belonging to secret societies were prevented from holding office in school organizations.9 The question of local action by school authorities in expelling those belonging to Greek letter secret societies was also upheld in two early Illinois cases. 10

One of these decisions followed a legislative act of 1919 prohibiting all Greek letter societies.11 The earlier case12 was referred to in a Texas decision in 1945, thirty-seven years later, when the Texas court stated further that "The superintendent, principal and board of trustees of a public free school, to a limited extent at least, stand, as to pupils attending the school, in loco parentis."13 This authority

2d 219. 1927.

Goodman v. School District No. 1, 32 F. 2d 586. Colorado, 1929

Beard v. Board of Education, 81 Utah

<sup>51. 1932.

\*</sup>Gentry v. Memphis Federation of Musicians, 177 Tenn. 566. 1941.

\*Alexander v. Phillips, 31 Ariz. 503.

<sup>&</sup>lt;sup>6</sup>Commissioners of Dist. of Columbia Shannon and Lucks Constr. Co., Inc., 17 F.

Ganaposki's Appeal, 332 Pa. 550. 1938. Antel v. Stokes, 287 Mass. 103. 1934. 8 Ibid.

Coggins v. Board of Education, 28 S. E. 2d 527, 223 N. C. 763. 1944.

Wilson v. Board of Education, 233 Ill. 464. 1908. Sutton v. Board of Education, 306 Ill. 507. 1923.

<sup>11</sup> Sutton v. Board of Education, op. cit. 12 Wilson v. Board of Education, op. cit.

<sup>&</sup>lt;sup>13</sup> Wilson v. Abilene Independent School Dist., 190 S. W. 2d 406. Texas. 1945.

also was upheld in other decisions handed down by the courts.14

Many of the foregoing cases have dealt with the limitations which the local board can place upon student activities. On the other hand, as pointed out in the Beard case in Utah,15 the local authorities have the right, within reason, to extend these activities. The question of the expenditure of public funds and the issuance of bonds for athletic fields, including stadiums, to be utilized as part of a required physical education program16 and the exercise of the power of eminent domain to acquire land for such athletic fields17 have been upheld by the courts.

#### PAY FOR CLOTHING NOT ALLOWED

In another instance, however, as a matter of law, a Massachusetts court did not allow payment for athletic clothing from public funds; it contended the clothing was not part of the instructional equipment for the use of all students.18

Since the courts generally recognize student or extracurricular activities as part of the school program, it would appear that the teacher, as a sponsor, has the right to supervise their management without interference from the parent, the same as he has in the case of the formal in-class work. The courts have so held.19

On the other hand, when the student has returned home, the teacher does not have the authority to govern him and to direct his activities while he is under parental control.20 In addition, the school, so some courts have held, does not have the authority to require participation in school activities by students who have been instructed otherwise by parents.21

In reversing a decision of a lower tribunal, a high Iowa court decided that refusal by students to wear caps and gowns at graduation exercises, which refusal resulted in barring the students from participation in the commencement exercises, was not sufficient to justify the school authorities in withholding diplomas, transcripts of credits or other evidence of the formal requirements for graduation having been met.22

While recognizing local authority in the program of student activities, the courts have also been cognizant of teacher and administrative responsibilities for supervising extracurricular activities. In a decision handed down nearly forty years ago and centering on a claim resulting from injuries received when some bleachers collapsed, the court held the university athletic association liable.23

In another case the fact that a boy was struck by a bat without a knobbed end was considered sufficient evidence of negligence so that a new trial was ordered.24 Similarly, a wire which was erected for a P.-T.A. program and which later fell over a power line, resulting in severe burns to a boy, was considered contributory negli-

In a Minnesota case involving a student who lost the sight of one eye after falling into unslaked lime used to line the football field, the court reprimanded the school authorities because of negligence and because a nuisance was created, but it did not allow liability.26

#### NO SEPARATE LIABILITY HERE

This decision was governed by the law of Minnesota, which established school districts as governmental agencies and therefore not separately liable. The properly constituted teachers and administrators were not individually responsible since they, too, were acting as agents of the state.

This is not true in all states. For example, in another case in which a boy who was physically unfit was put in a football game and as a consequence received additional injuries, the courts averred his additional injuries resulted from staff negligence and accordingly held the district liable.27 California jurists held the school authorities liable for negligence and lack of supervision when a girl

died after cutting her arm while playing in the school building.28

Decisions concerning extracurricular activities, now accepted as essentials in a modern school system, reflect the progressive attitude of the courts toward education.

In the eyes of the courts "an educational institution consists, not only of buildings, but of all the grounds necessary for the accomplishment of the full scope of educational instruction. More properly defined, a modern educational institution embraces those things which experience has taught are essential to the mental, moral and physical development of the pupils."29

In the opinion of the courts a modern school is no longer merely a place where the hallowed three R's and the fundamentals are taught. "New approved methods of public school training" generating from the needs and interests of children and of society dictate the demand for changes and the wisdom of making improvements and promoting developments to meet these interests, needs and demands.30

As a result, manual training shops, cafeterias, libraries, vocational agriculture, home economics and music departments with special rooms and equipment, gymnasiums and athletic fields, all have been declared by the courts to be essential to any adequate program of modern education.31 Boards of education, supported by public sentiment and interest, now commit school districts to various measures and activities which our fathers would have regarded as revolutionary and intolerable."32

#### SCHOOLS GENERALLY FAVORED

In general, the attitudes of the courts have been sympathetic and favorable to the schools and to their activity programs. The decisions of the judicial tribunals have tended to support and promote those policies and practices which have been for the best interests of education and the children. In the main, too, the perspective of the courts has been progressive and forward looking.

<sup>&</sup>lt;sup>14</sup>Goodman v. School Dist., op. cit. Kinzer v. Independent School Dist., 129 Iowa 441. 1906.

Beard v. Board of Education, op. cit. <sup>16</sup>Moyer v. Board of Education, 391 Ill. 156, 1945.

Sorenson v. Perkins and Co., 72 Wash. 16. 1913.

<sup>&</sup>lt;sup>18</sup> Brine v. City of Cambridge, 265 Mass.

Jones v. Day, 127 Miss. 136. 1921.

<sup>&</sup>lt;sup>21</sup>Harwick v. School Trustees, 54 Cal. A. 696. 1921. Garbrielli v. Knickerbocker, 74P. 2d 290. 1938.

<sup>&</sup>lt;sup>22</sup> Valentine v. Independent School District, 187 Iowa 555. 1919.
<sup>25</sup> Scott v. University of Michigan Athletic Assoc., 152 Mich. 684. 1908.
<sup>24</sup> Raspisardi v. Board of Education, 242 App. Div. 647. N. Y., 1934.
<sup>25</sup> Rice v. School Dist., 127 Kan. 274.

<sup>28</sup> Mokovich v. Independent School Dist.,

<sup>177</sup> Minn. 446. 1929.

Morris v. Union High School District, 160 Wash. 121. 1931.

<sup>&</sup>lt;sup>28</sup>Ogando v. School District, 24 Cal. App. 2d 567. 1938. Commissioners of the District of Co-

lumbia v. Shannon Lucks, op. cit.

<sup>30</sup>Goodman v. School District No. 1,

op. cit.

ss Ibid. Hoskins ν. Commissioner of Internal Revenue. 84 F. 2d 627. Texas, 1936.

Commissioners of District of Columbia

op. cit. <sup>22</sup>Goodman ν. School District No. 1, op. cit.

### Mames IN THE NEWS

#### SUPERINTENDENTS



Roy E. Robinson

Roy E. Robinson, administrative assistant in charge of curriculum at Highland Park, Mich., since 1941, was awarded a three year contract as the new superintendent at Fern-

dale, Mich., at a yearly salary of \$9000. He took office November 16. Mr. Robinson had served Highland Park schools for more than twenty-two years, including thirteen years as elementary principal, two as supervising principal. He was president of the Michigan Education Association's Department of Elementary School Principals, 1943-46. Mr. Robinson succeeds Martin Essex who resigned to accept the superintendency at Lakewood, Ohio.

Crawford Bower, superintendent for the last five years at Georgetown, Ohio, has accepted the position of high school supervisor in the Ohio State Department of Education. R. K. Salisbury succeeds him as superintendent at Georgetown.

Charles H. Connolly, acting superintendent of schools at Troy, N. Y., has been made superintendent.

Louis W. Armstrong, superintendent at Maquoketa, Iowa, is the new superintendent at Pendleton, Ore., succeeding Austin Landreth, retired.

Watt Long, former assistant superintendent at Portland, Ore., has been named assistant superintendent of the San Francisco public schools.

N. L. Engelhardt, associate superintendent of schools in New York City, in charge of the division of housing and business administration, retired November 1. He is going into business as a consultant. Before his association with the New York school system, Dr. Engelhardt was professor of education at Teachers College, Columbia University, for twenty-five years.

Velma Buckingham of Tumalo, Ore., has been made county school superintendent succeeding J. Alton Thompson, retired.

Hugh Brogan, principal of the high school at Great Bend, Kan., has been made superintendent. Tom Massey succeeds him as principal.

Henry M. Gunn, a former assistant superintendent at Portland, Ore., has been chosen president of the Oregon College of Education at Monmouth, succeeding Dr. C. A. Howard who has retired.

James P. Johnson, high school principal at Alton, Ill., has been appointed superintendent of schools. He succeeds Palmer Ewing who is now superintendent at Rockford, Ill.

Norman Wolfe, superintendent of the union school district of Redford, Mich., assumed the duties of assistant superintendent in charge of business for the public schools of Birmingham, Mich., November 1.

Ray D. Brown, superintendent at Levelland, Tex., is now serving in the same capacity at Mount Pleasant, Tex.

Samuel M. Stouffer, superintendent at Wilmington, Del., from 1929 until he resigned in 1942, is the new principal of the Minquadale and Rose Hill schools, Wilmington. He succeeds Allen L. Jones, resigned.

#### **PRINCIPALS**

Thomas Walsh has been made principal of Harrison Junior High School at Santa Fe, N. M., succeeding Mrs. Nellie Lincoln, retired. Mr. Walsh was previously a teacher in the same school. V. S. Page has been elected principal of the Leah Harvey Junior High School, to succeed John Grosshans, resigned. He was formerly principal of the junior high school at Lordsburg, N. M. John Russell, teacher in the California Military Academy at Palo Alto, Calif., has been elected principal of Carlos Gilbert Elementary Schools, Santa Fe, succeeding Mrs. Lida B. White who has retired.

Frank Daniel, principal of McKinley High School, Washington, D. C., for twenty-six years, has retired.

Roy Evans, assistant principal of Byrd High School, Shreveport, La., is now state supervisor of elementary schools.

Ray D. Farnsworth, head of the mathematics division at Chauncy Hall School, Boston, has been made principal, succeeding the late Franklin T. Kurt.

Walter K. Hjelm, principal of the Junior-Senior High School at Johnson, Vt., has been made principal of Duxbury High School, Duxbury, Mass. He succeeds Walter E. Scott who is now headmaster of the high school at Dover, N. H.

John G. Vett, principal of Pierre Van Cortlandt School in the Croton-Harmon

district, N. Y., has been appointed coordinator of field relations and professor of education at New Paltz State Teachers College, New Paltz, N. Y.

Frank McDade, principal of the high school at Chapmanville, W. Va., is principal of Logan High School, Logan, W. Va.

William D. Firman, principal of the high school at Richmondville, N. Y., has been made principal of the Cobleskill Central School District. Lloyd Spahr, teacher in Schoharie Central School, succeeds him.

Sister Mary Estelle, principal of St. Mary's High School at Burlington, Wis., has assumed new duties as principal of McDonnell Memorial High School, Chippewa Falls, Wis., succeeding Sister Mary Basil who has gone to Milwaukee.

Donald Whitken, assistant in the office of the supervisor of special education at Elizabeth, N. J., has been named principal of John Marshall School succeeding John E. Dwyer who this fall became principal of Washington School.

Meader G. Pattington of the New York State Department of Education is now principal of the Odessa Central School at Odessa, N. Y.

Henry J. Stubba, acting principal of Woodrow Wilson Junior High School, Passaic, N. J., for three years, has been advanced to the principalship.

#### IN THE COLLEGES

Russell Broadhead from San Francisco State College has been named associate professor of social studies education at Wayne University College of Education. Kathryn Feyereisen, member of the department of education at Ohio State University, has been named assistant professor of elementary education to fill a vacancy caused by the resignation of Helen Huus who accepted a position at the University of Pennsylvania.

Louis E. Raths, member of the faculty of Ohio State University, has been appointed professor of education at the New York University School of Education.

Merland A. Kopka has been appointed graduate placement counselor with the newly established placement-counseling department at Wayne University. He is a former superintendent of schools at Hamtramck, Mich.

(Continued on Page 88.)

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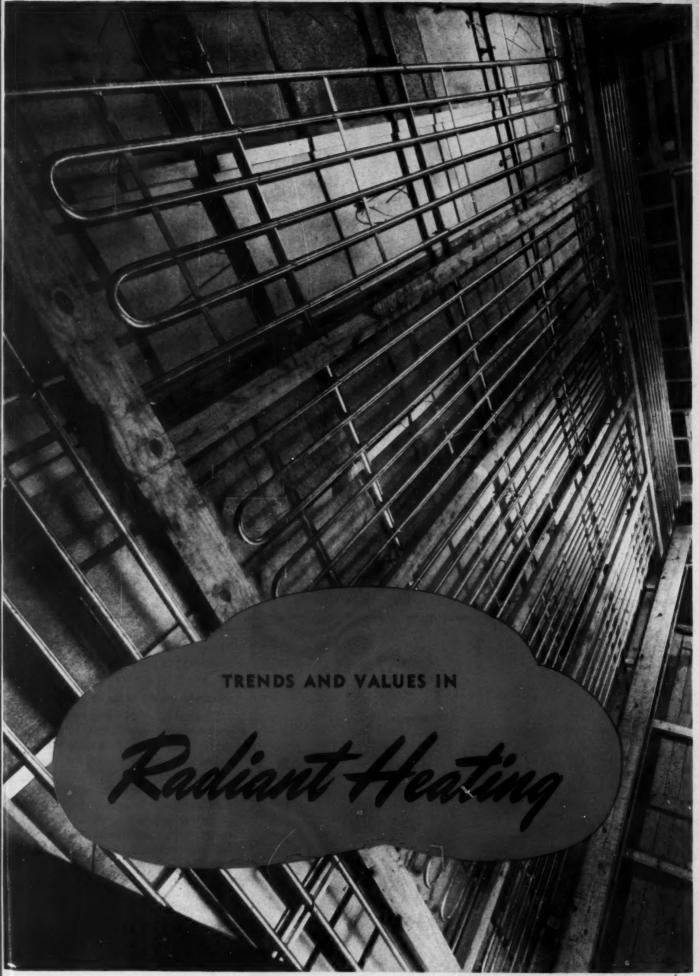
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S CHOOLHOUSE PLANNING

#### FOR HEALTH AND COMFORT

As the principles of panel radiant heating become better understood, its use is increasing in the schools of the nation.

#### J. C. HOSFORD

Plumbing and Haating Industries Chicago

THE historian of heating methods is likely to give a shudder and follow it with a profound sigh when he reads that the "newest thing in heating is the postwar discovery of panel radiant heating consisting of concealed heat panels in the floor, walls or ceiling."

Actually, the use of radiant heat rays began in the prehistoric caves near what was later Castillo, Spain. Caves, or grottoes, there contain the first evidences of fire and the double entrances to the caves made possible a crude but, nevertheless, true application of radiant heating.

Radiant heating in something near its present form was first used in the public buildings of the Roman Empire, with the public baths showing the actual operation of the principle. The floors were panels of stone under which, in the space which corresponds to the basement in present architecture, fires were kept by slaves. The floor surface was warm to the touch and created warmth by radiant heat rays.

Direct radiation by means of panels is only one of the applications of radiant heating. The others are radiators, radiant baseboards and radiant convectors. Each of these methods provides a certain percentage of heat by radiant means. Each is merely a different method of heat distribution. Each depends on a conventional type of boiler for the production of hot water or steam which is transmitted to the heat distributing surfaces by pipes. Each is dependent on a system of controls for its efficient and economical operation.

Popular interest in all forms of radiant heating is the result of several factors. One of these is the matter of personal or physiological comfort. Radiant heat rays keep the body warm,

not by supplying heat to it, but by controlling the heat loss by radiation from the body. The essence of body comfort is found in the regulation of heat losses at the correct rate, as the body becomes cold when it is allowed to lose heat too quickly or becomes uncomfortably warm when heat is not allowed to escape.

#### OBEYS PHYSICAL LAW

The basic principle of radiant heating is the physical law that heat may pass from a warmer object to a cooler one even though the two objects are not in contact. It is easy to see that the application of the law can be found in any of the present methods of heat distribution which rely upon radiators, heating panels, radiant baseboards and radiant convectors. In these systems, with the exception of panels, the heat distribution equipment is external and, therefore, accessible for change or replacement.

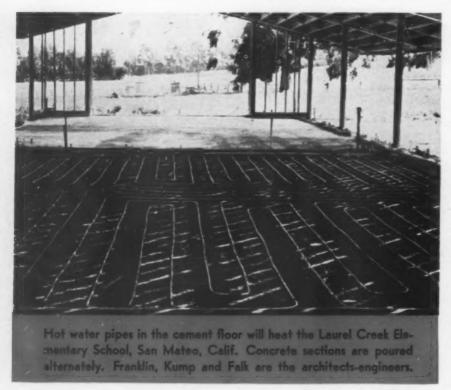
Any of these radiant heating units can be placed under windows to meet and counteract the stream of cold air which pours down the panes and leaks in around the sash. They can be placed along the outer, or colder, side of the classroom because it is to these surfaces that the greatest transfer of radiant heat from the body occurs.

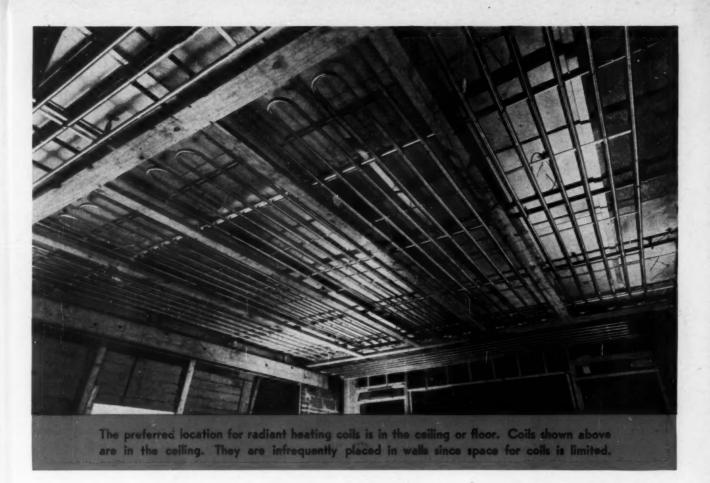
#### HEATING UNITS WELL DESIGNED

There is no need for external heat sources to be obtrusive or objectionable in appearance. Radiators, for instance, have been redesigned for greater efficiency and are now 40 per cent smaller in size while maintaining the same output of heat.

Radiant baseboards, which provide radiant heat at ankle height, are hollow cast-iron units of approximately the same size and appearance as the conventional wooden baseboard. Tests at the I-B-R Research Home at the University of Illinois show that with radiant baseboards the floor-to-ceiling differential is less than 3 degrees in an insulated home.

Convectors for institutional use are made with a removable front and with





an arched opening at the bottom and a grille at the top. Air enters the convector through the opening near the floor and is heated as it passes through the heating unit. Before entering the room through the upper grille, the warmed air heats the enclosure front, converting it to a radiant heating panel. Because of its compactness and metal cover, the convector is protected against the destructive whims of classroom occupants.

While there are four methods of introducing radiant heat into spaces, we are concerned here primarily with one type, that of radiant heating by means of panels containing pipes.

#### SYSTEMS OPERATE IN SAME WAY

It should be made perfectly clear at this point that panel heating by means of pipe coils in walls, floors or ceilings is basically no different from radiant heating by means of radiators, radiant baseboards or convectors. The system operates and behaves in the same way. It has always been something of a mystery to heating authorities why the public seems to associate radiant heating exclusively with the panel type.

Pipe coils for panel heating may be installed, as has been indicated, in the ceiling, floor or wall. The heating medium may be water, steam, air or electricity. Any type of fuel may be used—coal, gas or oil.

Construction of a radiant floor panel consists usually in bending the pipe to form a heating grid. Cement is then poured over the grid and allowed to harden. The steam or hot water which runs through the piping distributes heat through the cement and whatever cover may be applied.

In ceiling or wall panels, the piping is covered with the lathing and plaster.

This method of radiant heating is already in wide use throughout England and continental Europe. Patent statistics show that England had 97 schools which used radiant panel heating in 1938. Twenty French schools contained radiant heating equipment of hot water sinuous pipe coils.

Advantages of radiant panel heating are generally conceded to be that radiation equipment is an integral part of the structure of the building and that when the frame has been completed, the heating system can be put into operation immediately. The heating system does not affect the locations of partitions or walls or later changes in the floor plan of the building.

In distinguishing between panel distribution and radiators, baseboards and convectors, it is important to remember that panel systems often respond slowly to required changes in temperature, whereas the other systems can raise or lower the room temperature in from five mintues to half an hour, depending upon the type of equipment. With the panel system of storing heat in the concrete of the floor, temperature changes occur slowly unless outdoor automatic controls are employed which anticipate the needs of temperature changes before they are evident to persons within the building.

#### IMPRACTICAL IN FRAME BUILDING

It has been found by experience that the use of radiant panels is most practical when the panel and the structure of the building are of the same relative mass. The lack of stability in a frame building equipped with concrete panels is obvious. There is also the additional disadvantage of disproportionate heat losses when such a combination is employed, as sometimes a frame building will dissipate heat at a greater rate than a radiant panel system can supply it.

While pre-testing of concrete slabs containing piping has progressed to near foolproof levels, critics of panel heating point out that any breakdown



in the system necessitates tearing up the slab to replace the faulty equipment. If insufficient drainage is allowed, pipes may freeze in extreme temperatures or, if air ducts are not provided, condensation may create problems.

Panel heating is more adaptable to use in institutions and commercial buildings than in small homes or in buildings where construction materials

are light weight and there is a high degree of window space. Institutional structures are usually characterized by high ceilings which automatically create desirability of lower temperature gradients. This is easily accomplished by radiant panels. The resulting economy becomes most significant in auditoriums or in hallways.

A panel system, like any other radi-

ant heating system, lends itself readily to the establishment of local regions or zones of comfort in a building. Separate circuits controlled by individual thermostats will provide any desired temperature.

The cost of operating panel radiant heating is essentially the same as for any other type of radiant heating system. While some claims have been made for lower fuel consumption, these are based largely on lower temperatures. However, room temperatures for panel heating installations in the United States are not reduced more than possibly 2 to 3 per cent below the temperatures normally carried with conventional heating systems.

Reduction in air temperatures, it is obvious, can only be obtained by the use of relatively high ventilation rates.

As has been pointed out, there are a number of technical points upon which installation of the panel system depends. Careful estimating of the heating load and careful layout are necessary. The system must be designed to balance all coils and produce a minimum of friction, both to keep down the cost of pumping water and to minimize the noise of operation.

# IT'S GOOD -BUT EXPENSIVE

#### SIXTY-FIVE CALIFORNIA ARCHITECTS EXPRESS OPINIONS ON PANEL HEATING

#### CHARLES W. BURSCH

Chief, Division of Schoolhouse Planning California Department of Education

The trend in Cantonian Troward radiant or panel heating THE trend in California is definitely for school buildings. Reports from 65 architects, who have designed or are now designing school buildings, show that 32 school buildings now under construction in California will use this type of heating. These same architects have been commissioned to design a total of 184 school projects which contemplate its use. The survey was conducted this fall by the schoolhouse planning division of the California State Department of Education for the annual meeting of the National Council on Schoolhouse Construction at Columbus, Ohio, Oct. 10-13, 1947.

The architects also answered the question: "In what fraction of the total number of classrooms you are planning is the use of floor panel heating contemplated?" The answers ranged from

"all" to "nothing at all." Ten architects reported that all classrooms would have this type of heating. The range is as follows:

Architects Cl		Per Cent of Classrooms Panel Heat	ssrooms	
	10	100		
	1	98		
	1	95		
	2	80		
	1	75		
	1	663/3		
	1	66		
	1	55		
	3	50		
	2	331/3		
	1	25		
	3	20		
	2	121/2		
	2	10		
	1	6		
	1	5		
	1	4		
	1	1		
	2-kindergarte	ens only		
	1-no reply	**************		
	3.4	0		

The majority of replies favored panel heating, especially for the kindergarten and elementary grades. Higher initial cost was cited as the greatest objection to it. Others thought this type of heating was not desirable for milder climates where flash heat is needed and where radiant heating presents greater problems of ventilating and cooling a room.

#### Merits Listed

IN ONE of the replies, a Bakersfield firm lists advantages and disadvantages for floor radiant type of panel heating as follows:

#### Advantages

Lower maintenance costs. No redecorating required. No dirtying of walls through convection air currents.

Lower fuel costs—approximately 50 per cent less than unit heat. Less gas piping and electric wiring.

Less space requirements.

Central control of heating and tem-

Better health conditions. Even temperature throughout plant. No drafts, warm floors. Not more than 2 degrees temperature difference between floors and ceiling.

No classroom noise.

All automatic system twenty-four hours a day.

#### Disadvantages

Higher first cost—double that of unit heating.

Possible repair in floor (but improbable).

Thicker floor slab (5 inches in lieu of 4 inches).

Need of special controls for time lag.

#### Comparative Costs per Square Foot

Panel heating (floor radiant	
type)	\$1.20
Unit forced-air heaters	
Gravity space heaters	0.40
Central forced hot water heat-	
ing (radiators)	1.00

#### Ideal and Practical

ENTHUSIASM for panel heating was expressed in such terms as ideal, practical and efficient. Some typical comments were:

"We regard panel heating as ideal."
"Economical operation."

"There is definitely a strong trend toward this type of heating."

"All work in this office is single story work and radiant heating appears to be most efficient, especially in operating costs."

"Where panel heating is in use, school superintendents seem well pleased. Elimination of visible units in classrooms desirable. Uniform floor warmth."

"All other types of heating classrooms are out of date."

"This type of heating will be increasingly used with the addition of one unit ventilator for each classroom in cold climates."

"Panel heating is practical for school buildings and will gain in its application to such buildings which are erected in the future."

"We have two schools approved by the division of architecture which will have radiant floor heat supplemented by warm air. These schools are in the mountains where winters may be severe."

"We have made extensive investigation and conclude that panel heating for schools approaches closely to the ideal."

#### Too Expensive

HIGHER initial cost for radiant heating virtually prohibits its use in many contemplated school buildings, according to the survey. The architects recognized, almost unanimously, that this type of heating involves a much greater initial investment. Some of them believe that as it is used more extensively and as greater experience is acquired in installation the cost will be reduced.

Estimates of the additional costs, as compared with conventional types of heating, range from 10 to 100 per cent. Comments developing the "too expensive" thesis include the following:

"Contrary to general arguments, we find adequately designed panel heating relatively expensive."

"Have considered it in my projects, but uncertain life and replacement costs have been deterrents to us."

"At present building prices, we are not using panel heating."

"We may do more in the future. Right now heating equipment is expensive.

"Initial cost prohibits use of this heating in most of our school jobs."

"The cost of panel heating has appeared to be incompatible with the opposite trend toward finding economies to offset a rising market."

"Because of the high prices of this type of heating and of the fact that few heating contractors install radiant heating, the budgets for most schools will not allow it."

"We find the initial cost too high under present price conditions. With some return to approximate normalcy, we might find the system advisable. One large shop project for automotive repair work had estimated the cost to be \$2.22 per square foot."

"This office is in favor of panel heating, but it is difficult to convince our clients of its advantages because of-high costs. For the X jobs, on which we recently received bids, panel heating cost is approximately \$2 a square foot more than gas-fired fan-driven units."

"I have enthusiastic letters from school officials in whose schools panel heating has been installed. The cost appears to be about 10 per cent higher than that of the conventional steam system and the mechanical engineers require a higher fee for their design."

"Radiant floor heating is the desirable heating in the better class of schools. It requires good design and close supervision during construction. It is more expensive than gas-fired warm air heating. We find that it costs twice as much."

"Perhaps the higher cost of radiant heating (100 per cent higher on a small job just priced) will be brought down more when the contractors perfect their installation process and when controls that we keep hearing about will be on the market. Radiant heat of the floor panel type is a superior method of heating a school plant."

#### **Best for Small Children**

OTHERS were willing to endorse panel heating for the kindergarten and the first three grades because the warm floors are especially desirable for small children. Expressions of this viewpoint included:

"Cost seems to be the controlling factor. Panel heating is especially good for kindergarten and lower grades."

"Floor panel heating is desirable where concrete floors are installed in classrooms, particularly in the kindergarten and lower grade rooms."

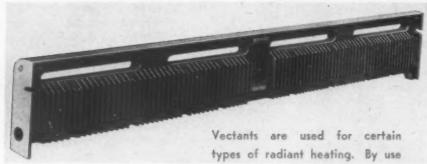
"It may not be practical for schools in California, but it has possibilities for lower grades, the tots being closer to the floor. It may prove to be satisfactory in a more severe climate."

"In the modern classroom with the window exposure to the north, we believe that floor radiant heating is excellent, particularly in the kindergarten, first, second and third grades where the children are more or less on the floor."

"Floor heating is most useful in kindergarten to fourth grade. Maximum efficiency in twenty-four hour operation. Pipe should be laid in upper part of double slab to eliminate possible electrolysis and to obtain least temperature fluctuation. We feel that our placing of the piping in the double slab will contribute to its life and efficiency and also that, despite the profuse advertising by manufacturing concerns, knowledge of this type of heating is still in its infancy.

#### Lags in Cooling

REGIONS that experience quick changes in temperature, especially in the desert, where heat is needed for only a short period in the morning, would have difficulties with radiant heating, in the opinion of a number of architects. Buildings in these areas require cooling and ventilating systems



of this method, a large part of the heat is distributed into the lower or occupied part of the room.

which are more readily incorporated in the more conventional types of heating plants. This problem is faced by the architects who commented:

"Cost frequently rules out panels, since mechanical ventilation must be added."

"We do not believe that panel heating is suitable in this desert climate where we usually need quick heat in the morning and cool rooms in the middle of the day. We believe there will be too much lag in the panel heating."

"The system is too costly for the valley conditions as no ventilation is provided. Fan systems seem to meet better the problems for temperate summer and winter classrooms and, generally, we prefer local heating with individual thermostatic controls."

"I am not convinced at this time that it is the proper type of heating for classrooms. I still feel that a change of air which can be used for summer cooling as well as heating is best. The cost of panel heating as presented to me on other projects (not schools) seems too high per cubic foot of heating."

#### Not for Mild Climate

FURTHER testimony that panel heating is not desirable for mild climates, especially for areas in Southern California, is provided in the following comments:

"This office does not recommend floor, wall or ceiling panel heating for use in mild California climate."

"Heat lag makes its use questionable in Southern California. We need flash heat and flash coal here. High cost also must be considered."

"Our office does not consider that floor panel heating is yet the answer to the school problem. It has not proved to our satisfaction to hold any material advantages in Southern California over such systems as forced warm air furnaces and appears to be substantially higher in cost."

"Have used no floor panel heating in school work to date. My personal opinion is that the time lag is too great for our Southern California climate."

"Inquiries from some of my clients have led me to interview some of the leading heating engineers in this locality regarding the use of panel heating. In most cases, the answer was not too favorable, in regard to both practicability in this climate and the initial cost involved."

#### Satisfactory Elsewhere

ARCHITECTS who have used panel heating in other types of buildings endorsed it in such manner as:

"Through lack of opportunity, I have not used panel heating in schools. I have used it in garages, homes and business structures and believe it should be ideal for schools."

"We have had experience with this type of heating in residences, medical buildings and office buildings and have no qualms about its success for ideal classroom heating."

#### Other Problems

OTHER problems were listed in replies to the questionnaire. For example, it may be necessary to utilize an existing heating system or perhaps the heating ducts must be used for cooling purposes also. In some instances, provision may be desired for a change-over to an alternative system. Typical comments were:

"The percentage of classroom projects would be greater if we were not bound by existing heating system ex-

"Our efforts in school planning have been purposely directed toward serving districts where educational needs were the greatest. Consequently, budgetary problems have been most restrictive. In the interest of economy, we have found that the unit warm air circulating heater best serves that purpose; therefore, it has been the one selected."

"Based upon our experience with the use of radiant heating and confirmed by our consulting mechanical engineer, it is a preferred medium and, when slab on grade construction is possible, it has proved to be the most economical, provided the dual use of heating ducts for cooling purposes is not mandatory."

"The precaution we are taking is so to plan classroom units that a change-over to an alternate system could be made with reasonable economy in the post construction period. I believe some of the heating companies are at present working on a more stable liquid to serve as a heat exchange. If this is the case, they may be giving consideration to providing precautionary and protective measures that would obviate the breakdown of the pipe installed in the slab."

#### Some Conclusions

WHAT significance for schoolhouse planning do these facts and architects' points of view on floor panel heating have at present?

 The fact that large numbers of school architects are giving serious consideration to floor panel heating for school buildings is wholesome. Its proper place in schools will thus soon be determined.

2. The frequent reference by the architects to heating engineers means that essential teamwork among building technicians is being had for the solution of this highly technical problem.

3. The kind of pro and con arguments regarding floor panel heating signifies an understanding of school needs which will permit cost and value to be balanced rather than merely making cost comparisons of various types of heating.

4. Not so readily apparent from the data presented or comments given, but nevertheless of great importance to schoolhouse planning, is a new emphasis on criteria for evaluating a heating system. While heating engineers in general have paid attention to comfort zones and other similar concepts, the comfort of building occupants has not had the central position it is now accorded by those who are carefully considering the relative merits and difficulties in providing floor panel heating in schools.

# How A GRANDSTAND COLLAPSED

P. E. SONESON, R. E. MILLS AND G. M. ENOS

Staff Members, Purdue University

AND Why

THE first official report of the investigation of the grandstand collapse in the field house of Purdue University last February, in which three students lost their lives and many were injured, has been made public. The accident occurred during a basketball game between Purdue and the University of Wisconsin; it was the major tragedy of the 1947 basketball season.

An investigation was launched the following day by a committee appointed by the trustees of Purdue University and the governor of Indiana to determine the cause of the collapse. Testimony was heard from more than 200 persons, of whom 58 were eye witnesses of the accident, which enabled the investigators to determine the point at which the failure

began and the course which it took. The materials used in the bleachers and all details of construction were carefully examined.

#### The Culprit

It is evident from the many observations and tests that the weakness of the hook-and-stirrup connectors of the sleeper timbers was the primary cause of the collapse of the bleachers. Friction between the parts of the structure represented the only probable margin of safety for the loaded bleachers, and it seems logical to conclude that only a small additional impact force would have been necessary to overcome this frictional resistance of the members, thus causing a series of individual failures of the foremost sleeper connections which quickly resulted in the

complete collapse of the entire east bleachers or grandstand.

#### **Additional Evidence**

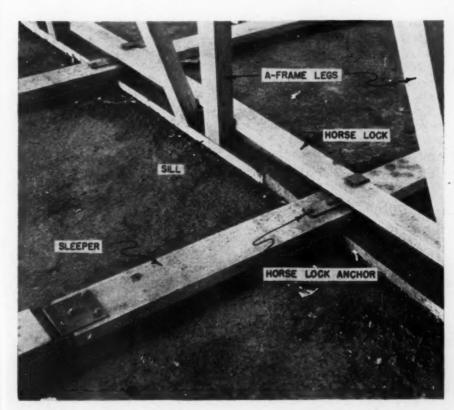
During the examination of the wreckage there were found, among the foremost sleeper connections, two adjacent stirrups that had fractured surfaces which showed old rust covering most of the fractures. No other fractures of the steel parts exhibited any sign of rust. It is concluded, therefore, that these stirrups had been badly cracked at some earlier time and that rust had developed in the cracks before the crash occurred. Indeed, the rusting process, once started in the cracks, probably hastened the deterioration.

These two greatly weakened stirrups were on the 9th and 10th sleepers from the south end and correspond definitely with the area in which witnesses testified that the failure began, particularly those witnesses who felt the slight settling sensation just before the basketball game began.

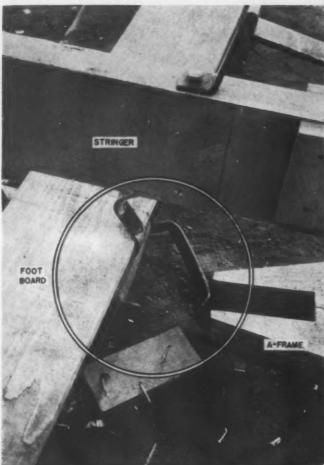
#### **Five Conclusions**

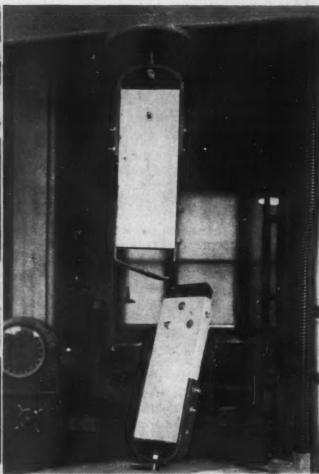
1. The failure began in an area just south and forward of the center of the east bleacher; this was established by the testimony of witnesses and agrees with the location of the sleeper connections that had rusty fractures on the broken stirrups.

Each stringer was supported by a series of A-frames perpendicular to it and spaced at 6 foot intervals along its length. The feet of the A-frames rested on wood sills anchored by means of a continuous member which was attached to the toe of the stringer and held the feet of each A-frame by means of horse locks, as is here shown.



Vol. 40, No. 6, December 1947





(Left) Closeup of a fractured stirrup. It was these hook-and-stirrup connections of the sleeper timbers which showed the most damage throughout the wreck-

age. (Right) Tension loading tests were conducted on 15 of the connections attached to their sleeper timbers, which showed them to have been critically stressed.

2. The alterations of the structure by substituting single leg supports for the several A-frames along the north and south ends in no way impaired the structural performance of the bleacher. Since only half a normal load was carried by the end sections, these single leg supports were sufficiently strong in every respect.

3. The marked seats and aisles were occupied by 3528 people; the resulting estimated live weight and impact force acting at the time of failure was 58 pounds per square foot of floor area, considerably less than the 100 pounds required by Indiana law for the design of such a structure.

#### **Timber Good**

4. Calculations of the bleacher design show that none of the timber parts was overstressed and, since the laboratory tests proved their high quality, it was concluded that the wood was in no way responsible for the failure of the structure.

The low carbon steel used in the metal parts was not found to be defective, but the section area used in the hook-and-stirrup connections was not sufficient to carry the applied loads.

Calculations based on the estimated bleacher load show that a force of 3860 pounds was acting on the foremost of the metal hook-and-stirrup connectors of the sleeper timbers. Laboratory tests of similar sleeper connectors showed an average breaking load of 3874 pounds. Calculations based on the requirements of the Indiana state law for live load plus impact effect on such structures show that a force of 6310 pounds should have been considered in the design of this foremost line of connectors. This value does not incorporate a factor of safety commonly included in good design.

The load carrying ability of the stirrups was further reduced by cold bending of the metal and the structural damage resulting from the creasing on the inside of the corners. Both of these conditions were aggravated by repeated loadings of the structure, which gradually developed cracks at the corners of some of the stirrup connectors, as evidenced by old rust on two of the stirrup fractures found in the area of the initial failure.

#### **Gradual Weakening**

These observations and test results show that the sleeper connectors were not only inadequate and weak but also structurally unsound for the function they were intended to perform.

5. That collapse of the bleacher was impending each time it was loaded has been established and verified by many painstaking observations, laboratory tests and stress analyses of the loaded structure. The final failure was a direct result of the gradual weakening of the hook-and-stirrup connectors of the sleeper timbers, particularly those located in the south central portion of the ill-fated bleacher.

California Courts Affirm Mendez Decision but on More Limited Grounds. Oklahoma Denies Admission of Negro to White School Because of Failure to Demand Facilities at Langston University, a Negro School.

#### Constitutional Rights in Action

THE Supreme Court of the United States rendered an opinion in 1938 that a Negro student who wanted to enter law school in his own state of Missouri had to be provided facilities for a law education in Missouri equivalent to those provided to white students in the same state. The Gaines Case,1 as it has come to be known, thus meant that segregation of races was not contrary to the American Constitution provided only that equal facilities are provided to both groups. It also meant that the previous practice of providing scholarships for Negro students to go out of the state was no longer a constitutional substitute for equivalent facilities within the state.

The states with segregated school systems have been trying in various ways to meet this situation. For example, Texas has under consideration the development of a separate medical school for Negroes.

#### CALIFORNIA AGAINST SEGREGATION

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However, at the same time there has been much legal probing into the Gaines decision itself. An earlier issue of The NATION'S SCHOOLS<sup>2</sup> discussed a California federal court decision which, if sustained by the Supreme Court, would have gone farther than the Gaines Case. It would have required social equality, not merely equality of segregated facilities.

Several California school districts required children of Mexican ancestry to attend segregated schools. They justified this action on the ground that deficiency in the use of the English language made this a pedagogic necessity. The district court ruled that such segregation was a deprivation of the children's rights under the federal Constitution to the equal protection of the laws.

On appeal to the circuit court of Missouri ex rel. Gaines v. Canada, 305

U. S. 337 (1938).

Rosenfield, H. N.: Is Segregation Con-

stitutional? The NATION'S SCHOOLS 39:22

appeals, the highest level of the federal courts next to the Supreme Court, this decision was affirmed but on somewhat more limited grounds.<sup>3</sup> The briefs before the court urged it to strike out boldly in an independent fashion and to reconsider the whole doctrine of constitutionally acceptable segregation.

This, the court said, it would not do because it could reach a decision on a more limited basis. The court said that it was not necessary to consider the application of the federal constitution inasmuch as the segregation in question was illegal under the laws of California. Since the state law forbids segregation in schools, the school districts deprived these children of Mexican ancestry of the equal protection of the laws and deprived them of their rights illegally.

One of the justices who agreed with this unanimous decision went on to say in a supplemental opinion that if a school district could thus segregate citizens of Mexican ancestry, it could also segregate children of European extraction, or separate them on religious lines, and thus perpetuate "historic antipathies."

Another recent case went in a different direction. A Negro brought suit in Oklahoma to compel admission to the Law School of the University of Oklahoma; she lost her suit.<sup>4</sup> The plaintiff argued that under the ruling in the Gaines Case she was entitled to admission into the state university since there were no law school facilities at Langston University, the Negro institution.

The court agreed that equal facilities must be provided since the state constitution set up a segregated system of schools but refused to grant the plaintiff's request on the ground that she had failed to demand equal facilities at the Negro institution.

The court's argument ran some-

<sup>a</sup>Westminister Sch. Dist. v. Mendez, 161 Fed(2) 774 (C.C.A., 9th District, 1947). <sup>4</sup>Sipuel v. Board of Regents, 180 Pac. (2) 135 (Okla., April 29, 1947).



#### HARRY N. ROSENFIELD

Assistant to the Federal Security Administrator

thing like this: The state may constitutionally maintain separate schools for the races but it must provide equal facilities for both groups. However, the state need not provide such equal facilities for Negroes until such separate facilities are demanded.

The mere fact that the plaintiff applied for admission at the state university is not sufficient; the state could rely on the lack of a formal demand for facilities at Langston University before it could be charged with discrimination. The court said that if the state, in good faith, deferred installation of Negro law school facilities until some need for them and some desired patronage were manifest, it is not fair of Negroes to complain of segregation.

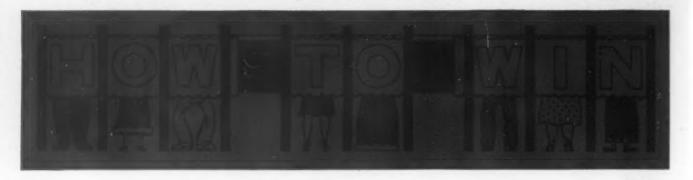
The Oklahoma court admitted that the system of out-of-state scholarships "does not necessarily discharge the state's duty to its Negro citizens," but on the other hand it does not necessarily demonstrate discrimination against Negroes. Furnishing such out-of-state education, in fact, said the court, was a preference given them over white students to whom such opportunities were not available at state expense.

#### COURT'S RULING UNFAVORABLE

"We are not," said the court, "considering here the political or economic question of the failure generally in years gone by to provide a law school for Negroes. . . The state is entitled to notice and an opportunity to furnish separate school education before anyone may claim a denial amounting to a discrimination. Such requirement for notice or demand on her part is no undue burden."

Therefore, since she applied for admission to the white law school and not to a Negro school, as was the case in the Gaines Case, the Gaines Case is inapplicable.

(February) 1947.



#### Superintendents Learn Public Relations Technics at

#### CAMPAIGN COLLEGE

A PROGRAM has been developed in Ohio to help make that perennial headache—local levy and bond issue campaigning—a less painful ordeal.

Anticipating that future campaigns must necessarily be well planned and well executed in order to assure a favorable response, the Ohio Education Association this year endeavored to see what could be done to help improve the quality of campaign planning and that of promotional technics.

WHY NOT TURN ON THIS LIGHT, DAD Since much responsibility for initiating and carrying out a campaign falls upon the shoulders of the superintendent, O.E.A. officers decided, as part of the campaign service program, to sponsor a conference which would permit superintendents and campaign committee heads to exchange ideas and discuss mutual problems.

#### HOLDS FIRST SESSION

Therefore, an O.E.A. Campaign College was created and its first annual session was held in October on the Ohio State University campus. It was presided over by A. B. Murray, superintendent of schools at Washington Court House and chairman of the O.E.A. public relations committee.

A panel of experienced campaigners and experts, representing various types of communities, discussed briefly various phases of campaign planning, including determination of financial needs, building community support through a continuing public relations program and various campaign technics. The questions and answers session dealt with specific campaign problems.

Speakers stressed that the modern campaign, to be successful, must be built upon a foundation of continuing good school public relations and lay

#### B. I. GRIFFITH

President, School Public Relations Association, and Director of Public Relations, Ohio Education Association

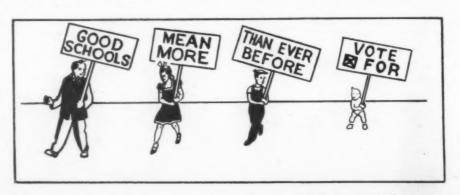
participation in the planning and promotion of the campaign.

Supt. Terry Wickham, Hamilton, Ohio, advocated that school campaigns be planned in three phases. A public relations campaign should be carried on at least twelve months preceding the election year to "develop communitywide recognition of public education as the most important service which our people are providing for themselves." A ground-work period of one year preceding the election should be spent in planning school needs, determining costs and keeping the public fully informed as plans are developed, and organization of a communitywide citizens' committee should be organized to back the final program and plan the promotional effort.

#### **OBTAIN PROFESSIONAL TALENT**

He recommended that campaign materials be prepared by the best professional talent available and that the final ten weeks preceding election day be considered as the "intensive campaign" period. Mr. Wickham said that in almost any community there

A "NEW LOOK" at the average voter is sketched in the manual on school campaigns, "How to Win Votes For." Published by the Ohio Education Association, the manual and kit provide promotional materials, such as the cover and cartoons shown on this page.



are advertising, publicity and sales promotion men who are willing to lend advice and to help in preparing leaflets and advertisements.

There are two types of opposition in every school campaign, declared Harold Vincent, superintendent at Canton. One type is active opposition; the other, and more difficult to fight, is indifference. Mr. Vincent also stressed the importance of maintaining excellent relationships with newspaper editors and the working press.

E. D. Jarvis, superintendent at Perrysburg, said that effective campaigning in smaller communities, too, amounted to a continuous, long time process of building good will.

"You have to live every day with the thought that some day you are going to have to ask people to vote for something," he declared.

Mr. Jarvis emphasized that complete unity and understanding are imperative. This applies, he said, not only to the members of the school board, but also to the entire teaching and nonteaching staff. He expressed sharp criticism of most school campaign materials, declaring that campaign committees tend to ignore many facts which are important in "selling" the school proposals to the voters. The use of visual promotional technics, such as the use of cartoons, graphs and animated charts, he said, is extremely important.

#### REACTION ENTHUSIASTIC

Reaction to the first Campaign College was so enthusiastic that the Ohio association has already scheduled a session for September 1948.

The O.E.A. campaign service program also included two additional innovations this year. So impressed was the association staff with the need for an up-to-date handbook on planning and promoting campaigns and the almost universal lack of adequate illustrative promotion material that a substantial investment was made to meet these needs.

The outcome was the production of "How to Win Votes For," a manual on school campaigns, and the O.E.A. Campaign Kit, a selection of professionally prepared, ready-for-use illustrative materials which could also be used for illustrating school annual reports and other publications.

The "How to Win Votes For" manual not only covers various effective promotion technics, including newspaper, direct mail and radio advertising and publicity, but also suggests methods for planning and organizing the campaign.

Although it points out that there is no master campaign plan, the manual affords a campaign pattern representing the best features of outstanding recent campaigns in Ohio and other states. Specific suggestions are given concerning the organization and makeup of the committee, procedures in forming speakers' bureaus, obtaining endorsements, handling opposition.

Printed in two colors, one copy of the manual was distributed gratis to each superintendent, local school head and local association president. Additional copies were made available at approximate cost.

#### PLANNING THE CAMPAIGN KIT

In planning the Campaign Kit, the O.E.A. staff decided that materials to be included should be designed to meet the greatest apparent need. The illustrations included leaflet covers, interior illustrations, cartoons and newspaper advertisement art work. Most com-

mittees previously have exercised great ingenuity with available materials, but in too many cases the kind of art work available was grossly inadequate.

The complete kit contains 14 pieces, including four major illustrations, three leaflet covers, three cartoons and a variety of smaller illustrations. Engravings of the illustrations were made in standard sizes and matted.

#### SCRAPBOOKS ARE KEPT

In addition to its new campaign services, the Ohio Education Association also maintains campaign scrapbooks at its headquarters in Columbus. Each year the collection of samples of representative campaigns is enlarged with the addition of promotion materials used in current campaigns.

Campaign groups wishing to discuss a forthcoming campaign or special local problems arrange to hold special conferences with members of the O.E.A. staff in order to go over proposals and to obtain the most recent available information on successful school campaigning.



Acme

RUSSIAN INFLUENCE on German education is widely talked about today. Here is seen a group of 12 year old girls of the fifth grade in the Russian sector of Berlin gathered around a picture of Stalin. The picture hangs in the Soviet House of Culture which

rose out of the ruins of the German Sing-Academie. The teacher has chosen an exhibition of Russian architecture for a lecture recurrent events. Later the children will have to write a composition on what they saw, describing their various impressions of it.

# Chalk Dust

#### DEAR SANTA



I write you, sir, with caution; the reason is because my fellow superintendents say there ain't no Santa Claus. But they are disillusioned and their thinking is hidebound; their childlike faith in you, sir, has been badly kicked around.

Please bring me some new teachers, the old ones wouldn't stay. Some couldn't stand the extra hours, some left for higher pay. I shall not question what you bring; I'm getting wan and weak in trying to handle everything from nursery school to Greek. And fetch me some curriculum; the stuff I have is old. It's been in use for fifty years and gathered dust and mold. But don't bring ultramodern pap which looks so mighty slick; it's somewhat indigestible and makes my young 'uns sick.

I need a bigger budget or, alas, dear sir, I'm sunk. The one you brought me last year is pretty badly shrunk. Though I diet, twist and wiggle, though I utilize each bit, despite my utmost efforts my budget will not fit.

And could you spare a tube of balm well mixed with sympathy? The dornicks fly like saucers and they're mostly aimed at me. I yell so loud for buildings and the need of more supplies that even little kiddies flee the wild light in my eyes.

Dear Santa, I have asked so much you're probably dismayed and maybe, too, your salary rise, like mine, has been delayed. So, if you have to cut my list I'll gladly compromise; there's just one further item that I have to emphasize. For the world is whirling madly and the gears make so much noise, I need some sort of sedative as I guide girls and boys. So bring me understanding and a lot of patience, too, that I may really, truly do the job I have to do.

#### DECEMBER CALENDAR

DECEMBER is noteworthy for measles epidemics, busted heating systems, rising janitorial temperaments and charity drives. In the harassed existence of the school administrator, the charity drives rank high in harassment.

In every charity drive, the community insists that the superintendent of schools be the front seat driver. The back seat is reserved for Mrs. Fattlebottom and other less civic minded citizens. After sufficient community pressure has been applied, the superintendent modestly accepts. It were better for him that a millstone were hanged about his neck and he be cast into the sea.

The curtain rises! In the sweet spirit of charity, the local press, which has been increasingly tart about the budget, publishes the superintendorial physiognomy (the one taken many years ago to impress possible employers); the Elks, Moose and Lions extend the fraternal paw of fellowship and the board of education swells with this further evidence of their public spirit. The only sour note is tootled by Mrs. Fottlebattom who seems to think it is a good break for the children to have "that man" kept out of mischief for a while.

Meantime, with the outstanding organizing ability which characterizes all school superintendents, our hero organizes his secretary who begins to call meetings and zone the community. The campaign proceeds apace. The wrong people get on committees, the churches are neglected, the service clubs ignored and the heavy contributors insulted. The superintendent pays for large civic luncheons out of his own meager resources but Mrs. Fittlebuttem knows where the money really comes from, you cheap grafter.

Solicitors fail to solicit. Canvassers canvass not. Deeper and deeper digs our hero, for now he dare not fail. At last, in a wild climax, the community quota is met, largely with pennies grabbed from unsuspecting kindergartners on their way to lunch.

Moehlman<sup>1</sup> in his excellent volume on school interpretation points out that every school administrator should play a part in community affairs. Grinnell<sup>2</sup> says, in effect, that participation in out-of-school projects is to be commended. Moffitt<sup>3</sup> states, metaphorically, that the superintendent better keep his fences mended or he will lose his shirt.

The question arises: did any one of these scholarly gentlemen who write this sort of stuff ever actually try to run a charity drive and, if so, how much did he lose out of his own pocket? Charity, sang the wise old Roman poet, should begin at home. Ah, there, Mrs. Fettlebittem!

truing Myria

<sup>&</sup>lt;sup>1</sup>Moehlman, A. B.: P-S Relations, Rand McNally Company, Chicago.

<sup>&</sup>quot;Grinnell, J. E.: Interp. the P-S, McGraw-Hill Book Company, New York.

pany, New York.

<sup>3</sup>Moffitt, F. J.: Interp. P-S Relations, no publisher as yet.

### How to Improve Rural Education

Program of Action Outlined at National Conference at Ann Arbor. Structural Reorganization, Community Education and Educational Leadership Are Requisites. Council to Sponsor State Programs.

WE already knew the chief problems of improving rural education. This conference unites us nationally in a program of action."

In these words, Rex Putnam, president of the National Council of Chief State School Officers, emphasized the significance of the ten day conference at Ann Arbor, Mich., October 27 to November 5, sponsored by the council and financed by the W. K. Kellogg Foundation.

#### JUST THE FIRST STEP

"But this is just the first step," continued President Putnam, who is state superintendent in Oregon. "We hope that the plans, recommendations and inspirations originating here will carry down into regions and states and eventually to the local level."

Every state department of public instruction in the United States was represented by the 100 members in the five work groups, and 75 per cent of the states had their chief school officer here, reported Cyril O. Houle, University of Chicago, who acted as director of the conference.

Said Dr. Houle: "The conference was concerned not alone with the one teacher school and the school in the open country, but with the school in any area in which the number of children is so small that special problems prevail."

#### HEAR NATIONAL AUTHORITIES

The work of the five committees was interspersed with addresses by national authorities and by field trips. In addition to several conferees, speakers included: Theodore W. Schultz, chairman, department of economics, University of Chicago; Louis Bromfield, author; J. G. Althouse, chief director of education, Ontario; Charles Phillips, University of Toronto; Arthur B. Moehlman, professor of school administration, University of Michigan; Emory W. Morris, general director, and Hugh Masters, education director, W. K. Kellogg Foundation, Battle Creek; Maurice F. Seay, dean, University of Kentucky, and Herold C. Hunt, superintendent, Chicago public schools.

Hosts to the conference were Mich-

igan's state department of public instruction and the University of Michigan. Representing State Supt. Eugene B. Elliott in the supervision of local arrangements was Lee M. Thurston, deputy superintendent, and Norman E. Borgerson, chief of administrative services.

Reports of the five groups provided a basis of discussion for several sessions of the council. Emphasizing the "how" rather than the "why," the recommendations were chiefly concerned with proposed programs of action for state departments. Inherent in the proposals, however, were principles and technics of equal interest to the local school district. The reports emphasized the need for structural reorganization of school administrative units as a prerequisite for improvement of rural education. This and other proposals are developed in the following excerpts (quoted verbatim).

#### HOW to win support for sound school district organization.

ONE of the major and most urgent problems in the improvement of education is that of achieving a more satisfactory organization of school administrative units.

The critical nature of this problem is apparent in the recognized impossibility of providing, within the present organizational structure, an adequate program of education—one which will provide for: (1) the needs of children and youth from the kindergarten through grade 12, (2) extension of the program downward to include the nursery school and upward to include the 13th and 14th years and (3) appropriate educational opportunities on the adult level, including activities designed to improve community living....

Since the adequacy of the program of education that can be offered depends largely upon the structure of administrative units, it is obvious that the organization of such units must precede any significant extension or enrichment of the total educational program that is provided. It is clear,

therefore, that regardless of the stage of progress attained by any state, there is the necessity for continuously improving the structural organization of local school administrative units . . .

Chief among the many problems closely related to the problem of reorganizing school administrative units is that of providing adequate state financial aid to such units. In fact, it is essential that these two problems be considered together.

State aid, handled wisely with suitable standards for safeguards, can greatly facilitate the establishment of desirable local administrative units. Handled unwisely it can crystallize an unsatisfactory district organization and greatly impede the progress of education. . . .

Proper legislation is a prerequisite to the successful operation of a reorganization program. Although state department of education leadership should assert itself in obtaining such legislation, the responsibility for developing an awareness of need which will ultimately express itself in legis-



George Wesle

"WE HAVE JOINED hands to improve rural education." With these words, Pearl A. Wanamaker, state superintendent, Washington, summarized the ten day program.

lative action should be borne cooperatively with state and local lay and professional leaders and groups.

Such legislation should provide for a school district reorganization agency at both state and local levels and prescribe the duties of each such agency. A major duty of the state agency will be that of setting up underlying principles and fundamental criteria for the conduct of studies and the preparation of reorganization plans.

The absence of legislation of the kind just indicated should not be permitted to discourage attempts to improve local unit organization. Vigorous cooperative effort by state and local groups, both lay and professional, operating under existing statutes will inevitably result in some improvement. More important, however, it can easily become the entering wedge for obtaining the required legislation.

#### CAREFUL STUDY COMES FIRST

The first major phase of a reorganization program is a careful study of the educational needs of the area involved and the resources available for meeting these needs, with special consideration of the underlying pattern of social and economic life vitally related to the operation of the school program. Provision should be made for adequately financing studies, necessary advisory services and continued research. The state department of education should have the services of sufficient permanent and temporary personnel to provide leadership and assistance in the formulation and development of the reorganization program.

Although the detailed work of conducting the necessary studies should be done by trained professional educators, the studies should be sponsored at both state and local levels by committees or commissions composed largely of lay members who help to direct the studies and interpret the results. The local committees should prepare reorganization plans and act as a liaison group.

Meetings of the local citizens should be used both for the purpose of obtaining facts and ideas pertinent to reorganization and for acquainting people with the nature and purpose of reorganization proposals. Provision should be made at the state level for reviewing and approving or rejecting reorganization plans submitted by local committees. In case of rejection it should be mandatory under the law to submit another plan within a reasonable but also definitely limited time.

The statute concerning reorganization should provide for approval of final plans by a vote of the people living in the areas affected. Experience indicates that the people should express their will as a group for the area as a whole rather than by component districts acting independently. . . .

# HOW to channel resources for improvement of rural education.

IN A DEMOCRATIC society, the well-being of the nation is contingent on the enlightenment of all its people. The education program in rural areas is of mutual concern to both city and country. It is only through a thorough understanding of rural education, with resulting appreciation and support on the part of the public, both urban and rural, that the deficiencies in rural education may be corrected. . . .

Public understanding which will result in strengthening rural education may be developed through cooperation with other state agencies and organizations. There are also federal agencies with which the state department should cooperate. Success of such cooperative activity is dependent upon mutual confidence and a thorough understanding of the ends sought and of the means available to achieve them.

#### WORK WITH MANY GROUPS

Among the legally constituted agencies with which the state education department should work closely in mobilizing public understanding of rural problems are those having responsibility for health, welfare, recreation, libraries, conservation, planning and development, labor, agriculture, agricultural extension, housing, highways, motor vehicles, colleges and universities and the like.

Among the voluntary organizations with which the state education department should work closely are the state teachers' association, school board association, American Association of University Women, farm organizations, labor organizations, parent-teacher associations, conference of social service, mental hygiene society, league of women voters, cooperatives, federation of women's clubs, taxpayers' association, state chamber of commerce, manufacturers' association, rural life councils, civic and service clubs, medical and dental associations, automobile

association, safety council, press association, recreation association. There are also national organizations with which the state department of education should cooperate. . . .

The solution of community problems depends primarily upon the resources within the community. Any agency or combination of agencies from the outside can be of value chiefly in assisting the community to help itself. The way to rural life improvement is facilitated if the community is organized definitely for this purpose. Some communities have defined their problems and have marshaled their resources to solve them by organizing:

Adult education programs and forums.

Committees or councils to solve specific local problems, such as those dealing with health, recreation and education.

Overall, continuing community councils through which local people are able to identify and attack their own problems.

#### TYPES OF LEADERSHIP

State departments of education can give assistance and leadership to communities in their efforts to improve rural life by:

Designating a staff member whose chief responsibility is to provide leadership to local districts in solving community problems and to cooperate with other state departments and agencies in developing community organization.

Conducting demonstration or pilot projects in which the community attempts to identify its own problems and organizes to solve them.

Developing community leadership through activities, such as institutes, publications, tours and surveys.

Preparing and cooperating with other agencies in preparation of manuals, circular letters, community score cards, films or other materials helpful to local leaders.

Stimulating colleges and universities in developing courses for training leaders in community activities.

Cooperating with other state departments and agencies in developing state councils on community organization.

Preparing information and advising local authorities on the use of existing facilities for adult education and community centers.

Furnishing expert guidance in the planning and developing of community center facilities when new structures are to be erected or old ones remodeled.

Giving emphasis to the relationship between school district reorganization and community organization and development.

Obtaining financial aid for schools and cooperating public agencies which initiate and conduct approved adult educational activities.

# HOW to mobilize state and local forces for improved programs and services.

RURAL people frequently exert their energies, extend their influences and obtain recognition through the channels of *community* life, whether the immediate field of interest is of a social, religious, economic or governmental nature.

Whether their actions are guided by some form of organization or are left to custom, habit or preference, community life is the process through which churches are supported, banks are operated, small businesses are maintained, most law is enforced and recognition is given to types of conduct affecting the welfare of all.

#### IT'S THE NORMAL WAY

Rural people want to support their schools and to enjoy their advantages in this same manner. It is the way people normally act. An administrative structure or educational policy that is out of harmony with this pattern of living cannot reach its full level of efficiency for the schools must be "of the people and by the people."

The educational program must reflect the thinking, feeling and believing of the people and be concerned with the problems confronting them and the issues they face or it will inevitably assume superficial aspects which will not permit it to endure long. . . .

In order to discharge its duties effectively, it is desirable that the state department of education have sufficient legal authority to establish standards and exercise leadership in assisting local units to attain these standards and go beyond. In carrying on its activities, however, the basic guiding principle should be that the department is a service or resource agency.

It should operate under the accepted practices of democratic procedures and attempt to make its influence effective through precept, demonstration, persuasion and leadership. The process should be one of education, participation, coordination and counseling at all levels. Local autonomy should be preserved except in rare instances where the local program is clearly in opposition to the established policies of the state. . . .

It is especially desirable that state departments of education extend and strengthen their services to rural areas. Many rural communities need the leadership and guidance which can best be provided at the state level. By assisting rural communities to plan and initiate programs which will improve all aspects of community living, the state department will be discharging its function in the most desirable manner.

#### UTILIZE OUR RESOURCES

When a community can obtain the assistance of trained personnel on a service basis to assist it in discovering and utilizing its own resources, the relationship between the state agency and the local people will be greatly strengthened. The field of adult education is particularly rich in opportunities for such leadership and service. A broad, effective program of adult education in all rural communities will tend to preserve and strengthen the basic functions of local units which will in turn ensure a strong and democratic state. . . .

The following principles have special implications for rural education:

- 1. Children and adults in rural communities have about the same general educational needs as those in other areas.
- 2. Rural people should be supplied with the type of education that best fits them for their chosen vocations in life.
- 3. Schools to provide for the period when education is solely general in nature should be located in or as near to the constituent neighborhood centers as practicable, should be staffed with well and appropriately educated teachers and furnished with the best in modern instructional materials and equipment.

#### SHOULD SERVE ALL NEEDS

- 4. There should be established in the community center facilities for upper secondary education rich enough to care for preparatory general education which prepares for college, for general citizenship education and for such vocational education, whether urban or rural in nature, as the needs of the population indicate.
- 5. Education in rural areas should utilize fully the available natural and human resources in the development of a community-based program of dynamic implication for community life. Teachers for such programs should be prepared realistically for this type of education.

#### CONVENIENTLY AVAILABLE

6. The opportunities of a rich educational program should be made conveniently available to rural people so that they may have the advantages



George Wesley

FIVE WORK GROUPS, numbering 100 representatives from state departments throughout the nation, spent an entire week preparing plans and proposals for the improvement of rural education. Shown here are the chairmen, secretaries and educational consultants for the five committees. From left to right: Elmer L. Breckner, asst. supt., Washington; Leo P. Black, director, supervision and curriculum, Nebraska; Florence E. Beardsley, director, elementary education, Oregon; Henry F. Alves, U. S. Office of Education; W. E. Pafford, director, school supervision, Georgia; Paul B. Norris, director, school transportation, lowa; Francis S. Chase, director, Rural Editorial Service, Chicago; F. Floyd Herr, director, certification and college accreditation, Kansas; Richard C. Haydon, second asst. supt., Virginia; Gordon W. Blackwell, director, Institute for Research in Social Science, University of North Carolina; Lillian H. Schafer, deputy supt., South Dakota; G. Robert Koopman, asst. supt., Michigan; Earnest O. Nybakken, district supt., Connecticut; Paul E. Farnum, chief, administrative services, New Hampshire, and Clyde A. Erwin, state supt., North Carolina.



George Weels

DEAN of all state superintendents, John Callahan of Wisconsin was an active participant in council meetings and lobby sessions. Superintendent Callahan is now serving his twenty-seventh consecutive year in his present office.

of such educational extensions as preprimary education, upper secondary education through what is called the 14th grade and of adult education. The content of education at all ages should be rich enough to provide such activities as recreation, drama, instrumental music and study of and participation in civic affairs.

- 7. The rural education program should be organized so as to cooperate with other community and extracommunity agencies in extending such services as health, library and formal and informal adult education.
- 8. The administrative organization designed to serve rural areas should carry with it general administrative service and technical instructional leadership in order that the teaching operation may be carried on at the highest possible level.
- 9. Through the efforts of professional leaders in the schools and through concerted state service programs, community leadership and the development of community leaders should be greatly enhanced.

#### PLANS OF FINANCING

The following principles apply to the organization and financing of education:

- 1. The equalization of educational opportunity should express itself in the financing and providing of a foundation program in all areas and for all groups and individuals.
- 2. The state plan of financing public education should (a) require uni-

form minimum tax effort in all local administrative units, (b) promote a sound tax and assessing program at all levels and (c) allow for local tax leeway limited only by the will of the people.

- 3. The legislature should delegate to the state board of education and its executive agencies those functions of planning, servicing and control which are of general concern to and have implications for all public education in the state and those functions of servicing which can be most efficiently and economically rendered at the state level, such as teacher training and preparation, final approval of school building plans, final approval of school district boundaries and broad experimentation dealing with the instructional program.
- 4. The state educational agency should seek to develop units of local school administration large enough and strong enough to operate comprehensive programs and services.

#### OPERATE OWN PROGRAM

- 5. The state educational agency should delegate to this local unit authority to develop and operate its own program with the state providing adequate financial support to the foundation program and adequate consultative services and leadership training.
- 6. The state educational agency should, in the main, be a leadership and not an operating unit.

#### HOW to develop improved local leadership and supervision.

PROGRESS in improvement of rural education is conditioned largely by the quality and spread of educational leadership. State leadership, however good, can accomplish little unless there is a chain of leadership reaching into every community and into every classroom. . . . State department leadership will function best through superintendents of a relatively small number of large administrative units. These superintendents should be leaders of high administrative ability, professionally qualified for educational leadership, and have a fine understanding of the possibilities and problems of rural life.

We can expect to command the services of such leaders only by providing opportunity, responsibility and rewards commensurate with the ability desired. The county superintendency or its counterpart must become a post of influence comparable to the city superintendency but calling for even greater versatility.

#### PROFESSIONAL, NOT POLITICAL

To attract the type of leader needed, sufficient authority and permanence in office must be assured to make genuine accomplishment possible. Furthermore, the method of selection must be such that the office is put on a professional instead of a political basis, and a salary must be provided equal to the highest professional level in the communities served.

The barriers which impede the development of leadership may be roughly cataloged as legal, environmental or economic. There is close interaction among these divisions and a change in one may have a definite effect upon the other.

LEGAL BARRIERS: Some states have constitutional provisions for the election of the local administrative leader on a political basis; others restrict the activities and powers of the local administrative leaders or provide short terms of office, ineffective boards of education or low salaries.

ENVIRONMENTAL BARRIERS: Probably the greatest difficulty existing in most states, as far as environmental conditions are concerned, is the geographic boundary of local school districts. Long distances, poor roads and difficult terrain have impeded the reorganization of school districts. Often the size is such that a comprehensive educational program can not be offered.

#### A NEW VIEWPOINT

The innate tendency of the American people to keep the schools close to the people has almost developed into a religious tenet on the part of many of our communities. People have been reluctant to admit the expanding of the community boundary as far as their schools are concerned. Consolidation in previous years has established school communities that no longer fit the pattern in our expanding social life. A change in this condition is a major step in the improvement of leadership in our rural schools.

ECONOMIC BARRIERS: The economic factors which have impeded the progress of local administrative leadership are determined by the productive income of communities of neighborhood counties or community units. Inequality of the income structure among local units is as real within states as are those found between various states and regions of our

We strongly recommend. . . .

1. That the superintendent be appointed by the school board of lay members representing a district large enough to provide a comprehensive educational program meeting the needs of all children and adults.

#### ON NONPARTISAN BASIS

2. That the school board members be elected on a nonpartisan basis for staggered terms.

3. That the term of office of the superintendent be at least four years or indefinite tenure with assurance of continuance during satisfactory service.

4. That the superintendent be given the responsibility for recommending all teachers and other staff personnel and assigning duties, subject to the approval of the board. In discharging this responsibility the superintendent should consult principals, supervisors and the teachers concerned.

5. That the superintendent be recognized as the chief school officer responsible for the carrying out of all educational policies in his district.

#### IN-SERVICE EDUCATION

6. That the superintendent be held responsible for creating conditions for effective in-service education directed toward the improvement of instruc-

7. That the superintendent be given a staff of professional assistants and supervisors sufficient to permit effective discharge of his responsibility for educational leadership and school improvement.

8. That the superintendent be provided with ample clerical and stenographic service.

9. That professional standards for superintendents be established. These

INTERESTED OBSERVERS at the conference were Emory W. Morris, general director of the W. K. Kellogg Foundation, and Hugh Masters, the educational director.

standards should include a reasonable amount of professional preparation in school administration and general professional education in line with that required for the highest grade of teaching certificate. Experience as a teacher and principal is also desirable.

10. That a substantial part of a reasonable minimum salary for superintendents be paid from state funds.

#### HOW to work effectively with local administrators and teaching staffs.

SOCIETY is constantly changing, with the result that any education which is vital is likewise effecting change. This perpetual trend establishes the first function of a state department of education as that of influencing direction and giving scope to educational programs.

This statement does not imply autonomous authority but infers rather that a state department should discover trends, movements and forces which could affect the educative process of its people and that it should determine cooperatively with professional and lay leadership the extent to which such influences should be incorporated within the educational program.

#### STIMULATE PLANNING

Having arrived at an acceptable program, the second function of the state department becomes that of providing the services necessary to stimulate the planning and the developing of that program on a local basis. . . . In realizing these functions, we believe:

1. In a coordinated program of teacher education which is so organized as to provide for selection, recruitment and desirable continuity in the pre-service and in-service education of teachers.

2. That it is a function of the state department of education to assume responsibility for the coordination of all available teacher education services.

3. That, to assume this responsibility, it is requisite that the state department of education undergo such reorganization as will provide a suitable integration of these services.

4. That to provide realistic and functional programs of teacher education, the staffs of teacher training institutions must be actively associated with education programs in operation in the field.

5. That in order to make in-service educational opportunities readily available to all rural teachers, it is necessary to seek out and to utilize all available resources.

#### FORMS OF ACTION

These basic concepts lead inevitably into certain forms of action of which the following are illustrative:

COOPERATIVE STRUCTURE: The development, under leadership of the state department of education, of a cooperative structure which provides opportunity for cooperative planning and the maximum use of the resources of the state in a program of teacher education. . . .



CURRICULUM DEVELOPMENT AND EVALUATION: Basic to any good school program is a sound curriculum, and basic to a sound and well balanced curriculum is a continuous evaluation which determines the effectiveness and promotes the further development of the school's instructional program. . . . Of primary importance is the opportunity for teachers and administrators to share in the experience of collecting data, preparing bibliographies, examining books and reporting successful practices-all of which are helpful in developing a curriculum. This type of activity, when centered in workshops and conferences, has been invaluable in discovering and strengthening local leadership and in creating within teachers a sense of responsibility for a good school program. . . . While objective criteria and requirements must necessarily be applied in making any school inventory, the general improvement of instruction can best be attained when teachers analyze school programs on the basis of self appraisal. . . .

EXTENDED EMPLOYMENT FOR INSTRUCTIONAL PERSONNEL: Several states passed legislation to extend the term of employment of instructional personnel beyond the number of school days when the children are in attendance. This additional time is provided to allow teachers opportunity for planning and study and to become better acquainted with the community. The committee is in harmony with this practice and recommends its adoption by other states. . . .

#### FAVOR APPRENTICESHIP

A number of states have explored the values in apprentice experiences for student teachers. The committee recommends that the state department of education, working within the cooperative structure described earlier, should extend these practices. One of the resolutions adopted by the council hinted that school plant survey work was not the function of the architect. Stated positively, the resolution asserts that it is the function of school administration to make plans and conduct studies and surveys before school buildings are erected.

#### FOR BRIGHTNESS BALANCE

The council reaffirmed its position that the problem of providing a good visual environment cannot be solved simply by increasing intensity of artificial lighting; rather, brightness balance is the fundamental answer. Other topics discussed by the council included radiant heating, visual comfort and efficiency, improvement of school plant reports and procedures for consultant service. Twenty-seven new candidates were accepted as qualified members.

The standards committee was authorized to continue its revision of the council's publication, "A Guide for Planning School Plants." Proposed changes will be considered at the annual meeting next year. That meeting will take place in October in San Francisco and the presiding officer will be a Californian, Charles W. Bursch.

The new president has been chief of the division of schoolhouse planning of the California State Department of Education since 1934 and was assistant chief



was assistant chief Ches. W. Bursch for four years previous. Earlier he was a teacher and school administrator in

a teacher and school administrator in Kansas and California schools. He is a member of the 1949 yearbook commission of the A.A.S.A.

#### NEW OFFICERS

As president of the National Council, Mr. Bursch succeeds Wilfred F. Clapp, chief of the division of school plant, Michigan Department of Public Instruction. Other officers elected are: vice president, James L. Graham, acting director, division of administration and finance, State Department of Education, Tallahassee, Fla.; secretarytreasurer, W. D. McClurkin, professor of school administration, George Peabody College, Nashville, Tenn.; executive committee member, Guy E. Wiley, assistant chief, bureau of buildings and grounds, Board of School Directors, Milwaukee, Wis .- Information provided by W. F. CLAPP.

#### Plan for Schoolhouse Expansion

National Council on Schoolhouse Construction Foresees Greater Use of School Plant. Defines Building Survey as Function of Administrator. Hears Report on Germany's Educational Needs.

THE School Plant of the Future was visualized by the National Council on Schoolhouse Construction at its twenty-fourth annual meeting, October 10-13, at Columbus, Ohio. Speakers considered the future of education in America and the more discouraging picture of educational needs in war-devastated Europe.

In this nation, the public school program will be characterized by extension and expansion, predicted Walter C. Cocking, chairman of the board of editors for *The School Executive*, in addressing the first general program. The range of public school services will be extended through more nursery schools and in the development of grades 13 and 14. Adult education will receive more attention and more financial support.

The speaker anticipated marked expansion of outdoor education and increased emphasis upon a sound program of health education. These trends imply the need not only for more school buildings, but also for more continuous use of the entire school plant. As the public school increases its services, there will need to be greater integration of the various

community activities being carried on.

Reporting on a six weeks' survey of school building needs in Germany, Ray L. Hamon, chief of school housing for the U.S. Office of Education, saw great opportunity but little hope for an intelligent school plant reconstruction program in Germany. The situation becomes worse as winter approaches, since buildings cannot be heated properly because of fuel shortage. It is impossible to heat some school buildings because they have not been repaired. There are virtually no schoolhousing facilities in many of the bombed areas. In some cases, existing school buildings have been taken over for other purposes, leaving no place for children to attend school.

The lack of materials and equipment for school use is equally critical, said Mr. Hamon. The situation presents an opportunity for integrated school and city planning, but Mr. Hamon did not see much evidence that this was taking place. He recommended that school plant specialists and others make an extensive study of the situation so that reconstruction of school buildings in Germany can be planned efficiently.

#### **Grant Assures Continuous Program**

National Council of Chief State School Officers Accepts Gift Of \$40,000 by General Education Board. Will Continue Campaign To Make U.S. Office of Education Politically Independent.

The chief state school officers voted

to accept a grant of \$40,000 from the

General Education Board with which

MEETING at Ann Arbor, Nov. 3 to 5, concurrently with the conference on rural education was the National Council of Chief State School Officers.

The state superintendents will continue their campaign for a politically independent U. S. Office of Education. A motion introduced by Wayne O. Reed, state superintendent of public instruction in Nebraska, directed the appointment of a special committee to seek an audience with the commission authorized by the eightieth Congress to study the organization of the federal government's executive branch.

Said Supt. Reed, "The purpose of this special committee is to present the point of view of the National Council of Chief State School Officers concerning the organization and proper place of the U. S. Office of Education in the federal structure. The National Council believes that the U. S. Office of Education should be established as an independent agency of the federal government, under a federal board of education composed of laymen who would serve long, overlapping terms. The board would be appointed by the President of the United States."

The council reaffirmed informally its approval of S.B. 1239 which incorporates these provisions.

to establish a continuous program. The executive committee was authorized to complete the arrangements, which tu. S. Office of Education introduced by Wayne are superintendent of public in Nebraska, directed the

will include the hiring of an executive secretary and the establishment of a national headquarters. Details will be announced at the annual meeting in Los Angeles, Dec. 12 and 13. The group voted to meet jointly with state directors of vocational education on Dec. 13.

The council decided to follow up the Ann Arbor rural education conference with regional and state meetings on a similar pattern. Further plans will be considered at Los Angeles.



George Wesle

HAPPY! And why not? This executive committee of the National Council of Chief State School Officers has just been entrusted with a grant of \$40,000 from the General Education Board to finance a professional secretariat. Standing, left to right: John H. Bosshart, commissioner of education, New Jersey, vice president; Edgar Fuller, commissioner of education, New Hampshire; Eugene B. Elliott, state supt., Michigan; Clyde A. Erwin, state supt., North Carolina, and J. F. Hines, state supt., South Dakota. Seated: Ralph B. Jones, commissioner of education, Arkansas, secretary, and Rex Putnam, state supt., Oregon, president.

### Protests Use of Federal Funds for Segregation

WASHINGTON, D. C.—States and local communities should be denied federal grants for education, public housing and similar projects if they use such money to support or perpetuate a pattern of segregation. This was one of the forceful recommendations of the report released October 29 by the President's Committee on Civil Rights.

The committee cited the District of Columbia as illustrative of the inequality of opportunities in education, recreation, health and hospitalization and even penal care when segregation is practiced. Stating that conditions in the district "eloquently document the extent to which even reasonable equality is impossible in a segregated school system," it asked Congress to withhold funds unless segregation is abolished.

As a national program, the committee recommended that federal and state laws be modified or enacted to guarantee the four essential rights of safety and security of the person, of citizenship and its privileges, of freedom of conscience and expression and of equality of opportunity.

Concerning the right to equality of opportunity, the following actions are proposed: the elimination of segregation based on race, creed or national origin from American life; granting federal funds only if there is neither segregation nor discrimination in the use of the funds; enactment of federal and state fair employment laws prohibiting discrimination in employment; legislation banning discrimination in schools, preventing restrictive covenants among property owners, outlawing segregation in public or private health facilities and guaranteeing equal access to places of

public accommodation, such as hotels and theaters; passage of legislation, both federal and state, declaring that discrimination or segregation in the rendering of all public service is contrary to public policy; prohibition by law of segregation or discrimination in all interstate transportation, and federal legislation to end segregation in the District of Columbia and the Panama Canal Zone.

Other major recommendations include: a federal anti-lynching law; barring of all racial discrimination and segregation in the armed services, and action by the Congress or the state to end the poll tax.

To provide for a continuing action program, the committee urged that there be a permanent White House commission, a standing committee on civil rights in Congress and a stronger civil rights section in the United States Department of Justice.

# Audio-Visual AIDS

#### MOTION PICTURES IN ADULT EDUCATION

#### L. HARRY STRAUSS

Executive Secretary, Commission on Motion Pictures in Adult Education

NOT long ago the motion picture was regarded as just another gadget to be added to the long list of "fads and frills." Today the film is recognized as a potent instrument in molding public opinion.

Without question, the attitude-building film, which makes its appeal through the emotions, is the most effective medium of mass communication to appear since the advent of the printed page. We in America have been slow to recognize this fact but in Germany, Hitler effectively utilized the motion picture for purposes of education and indoctrination long before the war began. The Nazis' insidious film propaganda accomplished in a short time that which will take our occupation forces and leaders of formerly occupied countries years to overcome, even though the same medium is used.

Today the world is torn by strife; ideology is pitted against ideology; economic chaos is everywhere, and atomic warfare is talked about. Education of youth must continue but today's crisis cannot await the development of an educated citizenry from this source. Our present hope lies in the adult of today rather than the next generation.

#### FILMS VITAL IN ADULT EDUCATION

Since we as educators are already considered community leaders, we should give leadership to a communitywide program of adult education. We must open the doors of our schools and community organizations to adults. We must encourage the study of vital problems related to the community, the state, the nation and the world. Above all we must turn to the educational and documentary film as a vital instrument in our adult education programs.

To the experienced, the use of films is not a problem but to the novice it appears complex. Where do I start, where do I get films, how do I gear them into adult programs are the first questions asked. Reading, observation

and utilization in group situations will suggest the answers.

Through participating in several recent conferences concerned with the

Through participating in several recent conferences concerned with the use of films in adult education, I learned that delegates were interested in hearing about the activities of various organizations. With this interest as a cue, I believe it will be of interest to the beginner to review some of these programs. Additional ideas may be obtained by communicating with the organizations described.

THE AMERICAN LIBRARY ASSO-CIATION. (50 East Huron, Chicago 10.) Although the film is just in the process of being recognized as a library item, certain other audiovisual materials have been utilized and distributed by public libraries for some time, such as pictures, maps, slides, music and language recordings. Radio as a public relations and interpretation vehicle is the concern of every public library.

Out of these concerns developed the audio-visual committee of the American Library Association which has stimulated library study and experimentation with films and recordings. It has endeavored to aid libraries build up and distribute those materials and has introduced libraries as potential local distribution centers and as utilization advisers to producers, distributors and promoters of audio-visual materials.

The A.L.A. received recently a grant from the Carnegie Foundation for encouraging the development of film collections in public libraries, and a library film adviser has been selected to administer this program.

THE COMMISSION ON MOTION PICTURES IN ADULT EDUCATION. (19 South La Salle, Chicago 3.) The Commission on Motion Pictures in Adult Education was organized

for facilitating the distribution and utilization of films potentially useful in the education of adult groups. It is sponsored by the American Association for Adult Education and its activities are financed by Teaching Film Custodians, a nonprofit educational organization.

The current emphasis of the commission is on the evaluation of commercial films in the form of short subjects and of excerpted longer theatrical films. During the last eight years some 600 films of this type have been distributed to schools through Teaching Film Custodians. As of Dec. 31, 1946, more than 10,300 reels were active in 423 educational film libraries.

Because these selected films have wider possible use than for schools alone, the theatrical producing companies have been under pressure to liberalize the restrictions upon their distribution. Today these films, with some exceptions, are available for informal education programs.

#### T. F. C. SUBJECTS FOR LIBRARIES

Teaching Film Custodians' subjects are now available to public libraries for distribution on a leasing arrangement, but with three restrictions. First, the films are not available for family use but must be used in programs having an educational intent and without admission charge. Second, certain subjects are available to churches for specific types of religious education programs. Third, the Commission on Motion Pictures in Adult Education is now evaluating T.F.C. subjects in terms of usefulness to adult educational programs.

Evaluation projects have been completed by the Chicago Film Workshop, George Williams College (Chicago), the Institute of Adult Education and the extension divisions of the Universities of California and Wisconsin. The University of North Carolina is sponsoring a similar project.

The long term objectives of the commission include widening the area

of search for adult education films. Adult education program areas will be studied in relation to film needs and where film coverage is found to be inadequate, production will be recommended through appropriate channels.

COMMITTEE FOR A NATIONAL FILM COOPERATIVE. (Washington, D. C.) A film production and distribution service has been formed by several American trade unions under the name, Committee for a National Film Cooperative. Its primary objective emphasizes the coordination of film activities on behalf of the labor movement in the United States. Tentative plans envisage limited production and wide film distribution through regional offices located in New York, Chicago and Los Angeles. Local distribution will be handled through state and local chapters of labor and other participating organizations.

A program guidance service is planned and films will be made available to religious, community and educational groups as well as labor or-

ganizations.

EDUCATIONAL FILM LIBRARY ASSOCIATION. (1600 Broadway, New York 19.) E.F.L.A. has been concerned primarily with the interests of visual educators but its current program reflects a serious concern for film programs in informal community organizations. This is in no small measure due to the active participation of public librarians. Its publications reflect this newer emphasis. Among these are: "Making Films Work in Your Community," the "E.F.L.A. Film Evaluations" and a new pamphlet entitled "Films for International Understanding."

FILM COUNCIL OF AMERICA. (6 West Ontario, Chicago 10.) The Film Council of America developed out of a wartime organization known as the "National 16 mm. Advisory Committee" which was organized for taking over the audio-visual production and distribution problems of the governmental agencies. It functioned so well that some of those involved decided to promote similar developments in other cities.

So, on Jan. 17, 1946, the group reconstituted itself as the "Film Council of America." Its constituent members are seven major organizations interested in promoting the 16 mm. film: The American Library Association, the Educational Film Library Association, the National University Extension As-

sociation, the National Education Association, the National Association of Visual Education Dealers, Allied Nontheatrical Film Association and the Visual Equipment Manufacturers Council.

This organization is primarily concerned with the development of local film councils for promoting a wider use of films and for developing a channel whereby public opinion can be mobilized around national and international concerns. To date, 30 film councils have been organized, an executive director has been appointed and an expansion program is in progress.

THE INSTITUTE OF ADULT EDU-CATION, TEACHERS COLLEGE, COLUMBIA UNIVERSITY. West One Hundred Twentieth, New York 27.) The film evaluation project of the Institute of Adult Education is one of the most significant developments in adult education today. A well qualified staff has for some time been evaluating films which have potential application to adult education. A film is considered suitable for discussion if it presents or suggests a human problem related to some important discussion topic, holds interest and is easy to understand and is short enough to allow time for discussion.

The first fruits of this project are in the spring 1947 issue of the Film Forum Review, published by the institute in cooperation with the National Committee on Film Forums. Annotations for some 47 discussion films bearing on international relations are listed. Additional lists dealing with other topics will be forthcoming.

THE NATIONAL BOARD OF RE-VIEW. (70 Fifth Avenue, New York 11.) The National Board of Review is concerned with raising standards in the theatrical film field. It attempts to stimulate the production of good films by recommendation rather than by condemnation of the bad. Its major purpose is to develop discriminating audiences.

Recently reorganized, it now functions through an advisory board which is representative of 22 major national groups. It is hoped that each member organization will develop a program which will lead to the production of better theatrical films.

NATIONAL COMMITTEE ON FILM FORUMS. (525 West One Hundred Twentieth, New York 27.) This organization was initiated in 1941 as the Joint Committee on Film Forums under a grant from the Carnegie Corporation. Between 1941 and 1944, its main concern was the Library Film Forum project of the American Library Association. Some 40 libraries cooperated, and the final report indicates considerable success in stimulating public libraries to use films in their adult programs.

In 1945 the committee was reorganized as the National Committee on Film Forums. Its member organizations include the American Library Association, the American Association for Adult Education, the Educational Film Library Association and the National Council of the Y.M.C.A.'s. Its present program is concerned with the evaluation of films for adult discussion and it jointly sponsors the publication,

Film Forum Review.

NATIONAL INSTITUTE OF SO-CIAL RELATIONS, INC. (1029 Seventeenth, N. W., Washington 6, D. C.) The National Institute of Social Relations was organized in 1946 by a group of former officers in the War Department's orientation program. Its purpose is the promotion of better understanding of human behavior and intergroup relationships. The institute concentrates on training discussion leaders and prepares informational materials dealing with significant aspects of human relations which can be used in discussion groups.

Experimental studies are now being conducted in Pittsfield, Mass.; Muncie, Ind.; Canton, Ohio; Allentown, Pa.; Syracuse, N. Y., and Birmingham, Ala. In each of these projects a community discussion council, representative of major group interests, has been organized to promote discussion programs in already existing groups. The institute assigns a field representative who serves as a full time executive director

for the council.

His responsibilities, in addition to promoting discussion groups, include assistance in program planning and conducting training classes in the principles and methods of group leader-

Both motion pictures and other audio-visual aids are widely utilized. To date several film forum discussion guides have been published for use in these programs.

UNITED NATIONS. (Empire State Building, New York.) A provisional Film and Visual Education Board has been set up by the UN, the International Labor Organization, UNESCO,

the Food and Agricultural Organization and other specialized agencies to coordinate visual mediums and to set up a permanent UN film board.

UNESCO has recognized the rôle of films and other visual mediums in developing better international understanding. It has established a five-fold program designed to mobilize the film for peaceful ends. This program involves: (1) a study of the world film

needs, with emphasis on getting equipment into war-devastated countries; (2) a study of educational film production of the member nations of the UN; (3) a review of film distribution methods with a view to breaking down tariff barriers so that educational films will move freely from one country to another; (4) a study of exchange scholarships among nations, and (5) establishment of a fellowship program

which will enable the exchange of technical personnel.

U. S. DEPARTMENT OF AGRICUL-TURE. (Washington, D. C.) The patriarch of the adult film field is the U. S. Department of Agriculture. It has been producing and distributing films since 1908 and to date has issued close to 1000 titles. Its extension service agents in every rural county carry on educational work with three out of four families. During the last year county agents used motion pictures in 32,400 meetings to reach an estimated total of 4,600,000 persons. This figure is in addition to the large attendance at showings made by state agricultural colleges and other organizations. The total estimate of persons reached by department films is placed at 24,000,-000 annually.

#### FILMS A CIVILIZING FORCE

ROBERT M. HUTCHINS

Chancellor, University of Chicago

CERTAIN obstacles to the widespread use of films have been removed. It is now generally understood that film makers do not suppose that the film can ever replace the teacher. It can never replace the book. It is a valuable tool to the teacher—it saves time and it can communicate certain kinds of facts and ideas better than any other medium.

It is supplementary to the book. Great literature, for example, must be read and there is no substitute for reading it. But even here the film can be drawn into the service of the reader, as some of the films based on great literature have shown. . . .

The production and distribution of films for the education of adults is the great new field that is now opening up. It will be more important every year because adults are obtaining more and more leisure every year. There are limits to the possibilities of entertainment and adults are turning to education.

It is impossible to be alive today without being concerned about the state of the world. All we have to do is to remember that there is no secret of the atomic bomb and there is no defense against it. We know that some other country will have the atomic bomb within five years. We know that when that happens we are all set for the final catastrophe. The simultaneous explosion of two of the atomic bombs which can now be manufactured could make the United States uninhabitable.

The great task now before us can be stated as the task of civilizing the entire world in not less than five years. I believe that a larger proportion of our people than ever are earnestly trying to find the answers to the great economic, social, political and personal questions. Most of them got very little out of school or college.

Even if they went, as is unlikely, to a school or college that offered them a good education, the problems which concern them now did not seem very interesting or urgent then. Anybody who said ten years ago that civilization was in crisis was greeted with an indulgent smile. Now the remark is a commonplace.

There are thousands of groups in this country which are or ought to be adult educational groups. If they are not avowedly educational, they cannot escape discussing once in a while the pressing problems of our day and, as these problems become more and more pressing, this tendency must increase. Adult education groups are made up of busy people. The film is the most economical as well as the most dramatic method of communicating the leading facts and ideas in many fields. Adult education is the great opportunity of the educational motion picture in the future.

The medium with which we are concerned today can do more than any other to establish peace. It can be made to speak any language. It can carry its message to anybody anywhere who can see and hear. It has a force, impact and power which no other medium can command. It is not too much to say that the widespread distribution of educational films might do more than any other single thing to unite the world and save us from destruction.

UNIVERSITY EXTENSION PROGRAMS. The extension divisions of state universities have conducted programs of adult education for many years but it is only recently that any concerted progress in the utilization of films has become evident. Indicative of current programs is the one at the University of Wisconsin.

The Department of Debating and Public Discussion has been supplying adults for forty years with package library service and during the last twenty-five years the Bureau of Visual Instruction has been supplying the schools with visual materials. Now these two subdivisions of the extension service are working together to bring films to adult groups.

Annotated film title bibliographies have been prepared to aid selection by the program officers of women's clubs, labor groups, service clubs, rural and related groups. An adult program specialist has been added to the staff. It is his job to conduct demonstration forums and help plan programs.

In addition, two other units of the extension department work with labor and business groups. In these programs films are promoted along with other mediums of communication.

At the University of California, pilot demonstration film forums have been set up in the Berkeley and Los Angeles areas. On the basis of the experiences gained, plans are under way to blanket the state with film forum demonstrations. The university is supplying the discussion leaders; the state department of education is initiating the planning and organization.

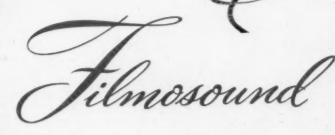


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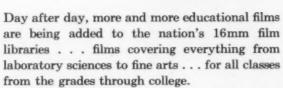
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With a Filmosound, you are always assured screen pictures that are jump-free, bright, and sharp. Sound, cleared of "flutter" and hum, is truly natural, even in large halls.

Teachers who have used motion pictures most successfully know the new, cooler operating Filmosound as the easy-to-thread, film-protecting school projector for both sound and silent 16mm films. Plan now to let Filmosound work for you. For complete information, write to Bell & Howell Company, 7155 McCormick Road, Chicago 45. Branches in New York, Hollywood, Washington, D. C., and London.



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### THE SCHOOL CAFETERIA

CONDUCTED BY MARY DOGARMO BRYAN

#### Boys Like to Cook, Too

MILDRED ENGLANDER

Home Economics Teacher, James Fenimore Cooper Junior High School, New York City

RIGINALLY it was an experiment to determine whether boys taking a homemaking course in a junior high school could be matriculated in a food trades vocational high school. Thus the food shop was opened in the James Fenimore Cooper Junior High School. Today, four years later, we have a long waiting list of new boys and those who, having once taken the course, would rather stay here than enroll in the other shops, such as woodworking, electric wiring, sheet metal, tailoring, clay modeling and so on.

#### IDEA BEHIND THE EXPERIMENT

It all started in April 1943 when the junior high school opened its doors for the first time. I was asked to create a department in homemaking for boys, in an all-boys' school. This seemed an opportunity to prove certain things, among them that boys like to cook; that a delinquent boy or a truant boy might find in cooking a reason for coming to school; that a boy with retarded mental ability could hold his own in this subject, and that all boys ought to know more about household arts than they do.

Our curriculum as a whole is aimed at giving our boys a feeling of confidence in meeting situations in the world outside of Harlem. As a less privileged racial group, they deliberately avoid social contacts which expose them to criticism. Sometimes their hypersensitiveness takes on the appearance of surliness and antisocial behavior and this emphasizes the need for intensive guidance in this particular phase of their lives.

The food shop stresses both subject matter and social living. It gives the boys an opportunity to work together on a functional project, to prepare food that is sold and eaten, to participate in social experiences that involve pupil and pupil, and pupil and teacher.



The food shop course has a long waiting list of interested boys.

The food shop combines senior high school food trades work with the junior high school curriculum of homemaking. As part of the program, these boys, without any previous knowledge of cooking, in three weeks' time begin the operation of a commercial restaurant. Programs are the same as those in any other metropolitan junior high school, with one exception—the boys attend classes for four consecutive periods in a single morning (once a week) instead of the usual double shop period (two periods twice a week).

#### LABORATORY AND RESTAURANT

Our department, with a faculty of three, consists of a foods laboratory and a teachers' restaurant. Two thirds of the class works in the former and the rest in the latter. The groups rotate every six weeks, thus following the homemaking curriculum of laboratory and apartment. In this laboratory all food for the restaurant is prepared in accord with daily menu changes. Lunches consist of a soup, a hot plate, a salad, hot breads, sandwiches, cake or pie, dessert and beverages.

The foods laboratory is modern and well equipped, maintaining six unit kitchens which have both electric and gas stoves. There is also a laundry for personal and class work laundering.

Working in each unit kitchen is a group of four boys consisting of a head chef, an assistant chef, a supply clerk and a helper. Each kitchen is assigned to prepare one or more items on the menu for the day so that at the end of a six weeks' period, by rotation, the boys will have had experience with the various technics and methods required for the preparation of an entire menu. A class job sheet designating the product to be made, the date and the result is posted and maintained by the secretary. The work in the foods laboratory is as follows:

- Discussion of the menu: Nutrition in relation to the menu Methods of work
   Signing of the job sheet
- Preparation of the meal:
   Division and assignment of work by the head chef for cooking and clean-up
- Judging of the product:
   Delivery of the products to the restaurant for consumption

While this has been taking place in the kitchen, the boys in the restaurant have been at work on the following units, depending upon the grade present:

7A and 7B-Nutrition clinic

8A, Fall Term—Personal grooming; Spring Term—study of vitamins and minerals; planting a vegetable garden

8B—Entertainment in the home 9A and 9B—Hospital aid

#### NUTRITION STUDIED

In the nutrition clinic a food analysis and checkup are made of the fundamentals of nutrition. The group also maintains a living newspaper dealing with the basic seven food requirements.

In the personal grooming unit a critical analysis of each boy is charted, starting with pictures taken by the



# What the appelite

Sexton Sauces offer just the perfect blend of select spices, pure malt vinegar and other ingredients to whet the appetite and accentuate the full flavor of your choicest viands. America's finest eating places have found that these sauces win immediate favor with their most discriminating guests.



## Merry Christmas, Miss Miller...

Dear Miss Miller:

You work hard.

It is no easy task to turn 27,000,000 boys and girls into healthy, intelligent citizens. Yet in your quiet, effective way that is what you and the million other teachers of America's children are helping to do. And you are doing it in spite of generally inadequate pay scales, overcrowded classrooms, and widespread indifference to your problems.

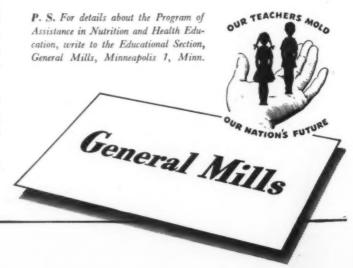
We cannot forget that our company has a very real stake in the results of your guidance and leadership. Quite suddenly these boys and girls of yours will become the workers, the farmers, the stockholders, and the customers upon whom we depend for existence.

Helping you to plant the seeds of good citizenship seems to us to be sound business. That's why, for example, we are cooperating to the fullest with those organizations seeking to improve your working and living conditions . . . why we are working with educators in a joint Nutrition Education program.

And so, Miss Miller, we want you to know that our "Merry Christmas" to you this season carries with it sincere thanks and appreciation for the vitally important job you are doing.

Yours sincerely,

The Men and Women of General Mills



boys themselves before and after the course. The care of the body, hair, skin, nails, clothing, and personal habits and development of job personality are discussed.

During the vitamin and mineral study term, a vegetable garden is maintained on the school property. Each boy has his own small patch of ground where he plants and cultivates the particular vegetable which he has chosen to study and report on.

In the course on entertainment in the home the boys learn to use the home as a social center. This, it is hoped, will help combat the influence of the gang club. They discuss games and entertainment for parties. At the end of each term a party is given to which girls from a neighboring school are invited.

#### LEARN HOSPITAL TECHNICS

In the unit on hospital aid the subjects taught are: the sick room, preparation of food for the invalid, entertaining the sick, care of minor cuts, bandaging, bed making and the management of a hospital kitchen. As part of the course, the boys visit the diet kitchen in the Hospital for Joint Diseases.

By 11:30 each morning the restaurant is set up. The procedure here is the same for all grades: tables, steam tables, menu cards, sales checks, discussion of the menu. The problem of serving during the lunch period is solved by 22 pupils who have voluntarily rearranged their own lunch periods on the day that they have food shop. These boys are assigned to stations as follows: 12 waiters, two bus boys, a food checker, a cashier who maintains all the books and six steam table attendants.

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While the boys are serving the food they are guided in the correct procedure. After lunch has been served and the teachers have left the restaurant, the boys are told what they did right and what wrong. They review the entire lunch hour as a class lesson. They then clean the restaurant and carry the dishes to the kitchen.

Another class of boys is assigned for two periods in the afternoon to wash the dishes and clean the kitchen laboratory.

It is worth noting that the entire project is self sustaining, the income from the lunches being sufficient to defray all expenses.

Besides the mastery of the subject matter described and the functional project of running the teachers' luncheon restaurant, the food shop is an integral part of the life of the school in many other ways.

It assists other departments with their programs, as where (1) a teacher of a 7A class studying China asked that her class study Chinese foods and Chinese cooking and a program for this was arranged and (2) during a Pan American exhibit, the boys demonstrated different native dishes, cooking them and serving them to the guests.

It correlates with the health department in that when this department needs food exhibits, charts, displays and so on, it can always count on the food shop for help. It assists the guidance department as when the guidance counselor arranges conferences on three successive Thursdays in March and October for parents of the seventh, eighth and ninth grade children. These meetings, held in the school library, begin at 1 o'clock and at 3 p.m. the parents are invited to the teachers' restaurant where they are served coffee and cakes made by their sons.

The food shop provides opportunities for trips outside of the school: (1) as part of the course in hospital aid in the ninth year when the boys visit the kitchen of the Hospital for Joint Diseases and work with the dietitian and (2) as a special treat when they are taken to one of the large motion picture houses downtown at Christmas time.

#### WHEN VISITORS COME

The boys in the food shop also assist when visitors come to the school. (1) Recently a group of principals visiting a neighboring school for observation came to our school for a special luncheon. (2) At least once a term heads of several community groups join with the assistant superintendent and several principals in the district in a luncheon conference. (3) When visitors come from other states and countries, an attempt is made to serve them with some of their native dishes.

Another way in which the food shop correlates with school activities was demonstrated by a workshop meeting held recently in the shop to teach parents about the "basic seven foods" and show them how to prepare a nourishing lunch.

And, finally, the reason for the great success of the senior prom is the refreshment table which is arranged by the boys of the homemaking department who buy the food, prepare it and then serve the various refreshments. Thus it can be seen how work in the food shop which began as an experiment is now eagerly desired by boys who are not candidates for food trades. It has taken its place with the other shops as an exploratory experience and as an experience in social living.

#### CHARACTER TRAITS DEVELOPED

Many worthwhile character traits are developed in this work but it is possible here to mention only a few: Children like to learn in a homelike environment. They learn how to work with others in real life situations. They find an opportunity to make decisions and to accept responsibility. They acquire a knowledge of food, budgeting and managing a home.

The family relationship is strengthened when the boy learns how much work is involved in running a home, preparing meals, cleaning up. He may learn to understand his mother's work and her need for leisure time.

Our experiment has become an acknowledged success. This is proved by the fact that our boys are participating in the outside world of business.

#### For Meatless Tuesdays

No school will fail to conform to the government's grain saving program, but meatless Tuesdays do place an extra burden on the overworked head of the food service department.

The following suggestions are made for Tuesday school luncheon menus: Spaghetti supreme with mushroom sauce, fresh spinach

Open-faced vegetable sandwich with melted cheese

Chicken chop suey with broiled rice, creole coleslaw on crisp lettuce leaf Cheese fondue with escalloped green cabbage

Baked chicken loaf, stewed tomatoes, mashed potatoes

Boiled beef tongue, horseradish sauce, red cabbage in sour sauce, buttered peas, mashed potatoes

Baked beans with Boston brown bread, creole coleslaw on crisp lettuce leaf Baked lemon sole, pimiento sauce, buttered string beans, mashed potatoes.

New broccoli with snappy cheese sauce, mashed sweet potatoes, hot deviled egg, stewed tomatoes

Cheese omelet, buttered string beans, glazed sweet potato

# Operation & Maintenance

#### MODERN WASHROOMS EASY TO MAINTAIN



Raised shelf above wall-hung lavatory is useful for holding belongings. Urninal stalls have sloping front at floor level which aids cleaning.

ALTHOUGH production of plumbing fixtures has increased tremendously, the demand for them has increased even more. Water closets and piping are particularly scarce.

The object of this article is to guide the thinking of administrators in planning for modernization and to offer helpful suggestions on what can and should be done to keep existing equipment in satisfactory operating condition.

It is considered good practice to have all fixtures and partitions hung from the wall. This leaves the floor free for cleaning, and shortens the length of time required for this process since there are no obstructions to hinder the mop. If the interior of the room is finished in tile and equipped with the proper drains, the room may be cleaned in from five to ten minutes by hosing down the floor, walls and fixtures. Tile or terrazzo floors should be sealed and sloped to a central drain. This helps speed up the cleaning process. Lighting fixtures which are recessed in the ceiling require less

frequent cleaning than those which hang from the ceiling or extend from the walls

Lavatories should be of durable, easyto-clean vitreous china or enameled cast iron. They should be wall-hung, if possible, and have a basin of adequate size with an anti-splash rim. The faucets should be of chromium plated brass for easy polishing and durability.

The modern lavatory is easy to clean and keep clean. Faucets and drain control have been vastly improved in respect to ease of replacement, durability and ruggedness. The spout of the faucet is placed high enough above the overflow line of the fixture to preclude siphonage through the spout. Unless the water supply contains staining minerals in solution, no cleaners need be used.

#### SHELF A HANDY FEATURE

A popular model lavatory for schools is the one with a raised shelf or ledge at the back which gives students a convenient spot on which to lay books

#### GORDON McCARTY

Plumbing and Heating Industries Bureau Chicago

and other belongings while washing.

Water closets should be of the highest quality to withstand the hard wear they receive. The siphon-jet closet has been found to be highly practical for schools, for it combines a strong flushing action with nearly silent operation and will stand up under much punishment.

The purchase of a good grade seat is a wise investment. One of black hard rubber or white composition material will stand up well and can easily be kept clean with soap and water. A disinfectant may be used, if necessary.

Flush valves are accepted as an economical and efficient means of flushing sanitary fixtures. In schools they have the additional advantage of being able to stand up under hard use and abuse. In many cities, flush valves are standard equipment and are used exclusively for closet bowls, urinals and service sinks.

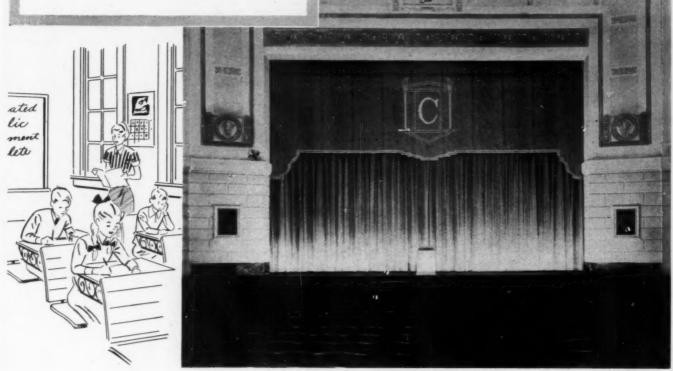
#### TO PREVENT KICKING OF HANDLES

Since children like to kick a flush valve handle instead of using hand power, many master plumbers advocate placing the handles high enough to prevent them from being kicked. Some city plumbing codes require the flush valve be placed no less than 10 inches above the rim of the bowl so as to avoid back siphonage.

Approved vacuum breakers to prevent back siphonage are available for flush valve installations and are required by most plumbing codes. Urinals can be flushed automatically so as to save tremendous quantities of water over the old-fashioned automatic tank method. With automatically controlled flush valves, each urinal is flushed once every five minutes through the school day only and for the rest of the day and night is flushed once each hour.

# PROMOTE Safety WITH ....

draperies and hangings made of noncombustible Fiberglas\* yarns for school auditoriums, libraries and recreational rooms



Auditorium of Crane High School, Chicago. Noncombustible hangings, product of Thortel Fireproof Fabrics. Installation under supervision of Board of Education of the City of Chicago.

Safety begins with careful planning and design...and every step that promotes safety in school design and equipment is an important step.

Serious fires usually result from the rapid spread of flames through materials that *can* burn.

Replace an inflammable material with one that

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Decorative hangings woven of Fiberglas Yarns can't burn. They're giass. They're originally and permanently noncombustible. Furthermore, in the midst of fire or searing hot blasts, these fabrics of Fiberglas will not contribute to the further depletion of oxygen, will not give off suffocating smoke and fumes.

In hundreds of places of public assembly from coast to coast—in schools, auditoriums, libraries, churches, hospitals, hotels and restaurants—archi-

tects, decorators, officials and owners are designing for safety, including in their plans these practical, decorative, noncombustible fabrics of Fiberglas.

Many attractive weaves and colorful patterns are available—and expert fabric service shops located in principal cities are ready to assist in planning school needs—ready to fashion and hang the draperies selected. For information about these noncombustible fabrics, write Owens-Corning Fiberglas Corporation, Dept. 995, Toledo 1, Ohio. Branches in principal cities. In Canada: Fiberglas Canada Ltd., Toronto, Ontario.

\*Listed by Underwriters' Laboratories, Inc., as "Noncombustible Fabric".

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Zone State

If the school day lasts from 8:30 a.m. to 4:00 p.m., then a single flush valve, operated once each hour from 4:00 p.m. until 8:30 a.m. would save 181 flushes. At the rate of 2 gallons of water per flush, 100,000 gallons of water would be saved annually by a single urinal flush valve. If operation during the summer vacation is also included, the water saving would be even greater.

Urinals may be of either the wallhung or stall type. The back wall should slope away from the user, an important feature to remember in selecting fixtures for boys' washrooms.

From the standpoint of the students, showers are the most exciting feature of school plumbing. School managers should give careful attention to the number provided. Older ratios of showers to students are no longer adequate. Shower plumbing is particularly important. Unless the piping is adequate in size, there is danger that the balance between hot and cold water will be disturbed, that water will be wasted and that the person using the shower may be burned or scalded.

#### TYPES OF SHOWERS

Two types of shower equipment are: (1) the individual shower cabinet which provides the utmost in privacy and which should always be specified for instructors and (2) the so-called "multi-shower arrangement."

Prefabricated metal shower cabinets are shipped in sections to facilitate installation in a small area and to save labor. Cabinets are made in standardized dimensions. The walls and floors are not integral with the building structure and, therefore, are not subject to any structural strain, nor do they require special preparation.

The latest shower cabinets have an interlocking assembly at the corners and a connection of the sidewalls to the receptor which eliminates the use of bolts and screws. Since each wall panel is rigidly engaged at the receptor, corners and top frame, the completed assembly becomes virtually an integral unit with corresponding strength and sturdiness. Simplicity of design and precision of manufacture assure quick, foolproof assembly at the point of installation.

A simple, easily cleaned, easily controlled shower room will have waterproof and nonabsorbent walls. Shower heads of the small, water-saving type will be installed at regular intervals along the wall. Each shower will have



Standardized shower cabinets stand free of building walls.

its own hot and cold water fittings that can be regulated individually.

In the home economics room, plumbing equipment receives much harder wear than similar equipment in the home. Consequently, it should be of the best quality. This is especially true of the sink. An acid resisting enameled cast-iron sink, equipped with chromium plated swinging spout and a disappearing spray hose, fitted over a cabinet of heavy gauge steel, is the ideal installation for the foods laboratory.

Particular care should be given to the selection of drinking fountains. Many fountains give the illusion of cleanliness when actually they are as insanitary as the old tin cup on the chain beside the bucket. Water should come out of the fountain in a slanting stream from a projector so designed that lips cannot touch it. In drinking, the lips must touch only the stream of water and waste water must be carried away without contaminating the incoming pure water.

#### FOUNTAINS THAT WON'T SQUIRT

Since children often playfully squirt water from a fountain, the projector must be of the nonsquirting type. When the thumb is placed over the stream opening in this type of projector, the water is instantly directed into the bowl through a specially constructed slot arrangement. This eliminates water being wasted and the janitor does not have to spend his time mopping up the floor.

There is great variety in the jets manufactured today. Some are integral with the fountain itself; in others the guard is the integral part. Some jets emit the water in a single steady angle mound; others have three small jets of water directed in a single angle stream.

A periodic inspection of all fittings on the plumbing fixtures should be a part of the up-keep program. If any additions are to be made or if modernization is contemplated, the services of a master plumber should be obtained.

Faucets are one item which receive excessive hard wear and abuse in schools. They should be checked regularly for signs of dripping. If a faucet drips 60 drops per minute, this adds up to 2299 gallons of water a year. And if it's a hot water faucet, it means that much fuel is being wasted. If the water has a mineral content, a dripping faucet will leave a brown stain on the fixture which is difficult to remove.

#### WHEN FAUCETS LEAK

A faucet leak is due, usually, to a worn washer in the main passage. Washers should be replaced in all faucets that show signs of leaking. If, after such replacement, the faucet continues to leak, it is possible that the leak may be caused by a damaged seat which will have to be renewed or recut. The better type faucets today come with renewable seats which can be replaced when necessary.

A new kind of faucet, costing slightly more than the conventional one, has a separate barrel which slips into the faucet body. The threads engaging the stem and the seat are cast in the barrel and the wear occurs on these parts. When worn, all that is necessary is to replace the old barrel with a new one.

To retard the formation of scale and control corrosion and "red water" trouble in piping, a chemical feed made from good grade phosphate, which is harmless and tasteless in water, may be injected into the pipes. A standard feeding device for this job has recently been put on the market.

As for drains in the home economics department, these should give satisfactory service for years if boiling water is flushed through them occasionally to absorb the collected grease. Commercial solvents may be used to clear out a drain but are dangerous in the hands of the novice. They should be used under the direction of a master plumber.

Any school which has its plumbing correctly installed by a competent master plumber and properly maintained will experience little strain on the budget and the school environment will be a more healthful one for students and teachers.



# BECAUSE THEY MUST WORK EVERY TIME!

When you have an exit device installed on a busy door of a new building, you can expect that device to be operated several million times. Over the years stretching ahead, the device must operate EVERY time, for panics never send advance warning, never ask whether everything is in working order.

That is why we make Von Duprin devices so strong, so rugged in every part, so simple and foolproof mechanically, that they WILL work every time. They give you complete assurance of safe, sure, instant exit at all times, under all conditions.



### **NEWS**

A.A.S.A. Program Shaping Up... House Committee Quizzes Governors on Federal Aid... Would Broaden Curriculum to Include Life Adjustment Courses... Provide Educational Aid for War-Devastated Countries

Washington Correspondent: HELEN C. BROWN

#### Special Music and Demonstrations for A.A.S.A. Convention

WASHINGTON, D. C.-Special features of the Atlantic City program for the 1948 convention of the A.A.S.A., February 21 to 26, are now being arranged. These include an address by H. Roe Bartle, chief executive of the Kansas City area council of the Boy Scouts of America, at the opening vesper service on Sunday; a demonstration of the use of audio-visual aids by a group of Atlantic City pupils directed by W. A. Wittich of the University of Wisconsin; an address on the readjustment of education to the atomic age by Dr. Gerald Wendt, editorial director of Science Illustrated and former editor of Time, and a talk by Walter H. Judd of Minnesota on the world scene. The Westinghouse Male Chorus will also be featured.

For convention reservations address: Floyd A. Potter, chairman of the housing bureau, American Association of School Administrators, 16 Central Pier, Atlantic City, N. J.

#### Committee to Prepare Teacher Growth Yardstick

WASHINGTON, D. C.—Teachers in the District of Columbia schools have elected a committee of 45 to prepare the "teacher growth yardstick" required by the new salary law.

The salary scale adopted by the last Congress requires that teachers demonstrate professional advancement in order to be eligible for the \$100 annual increment in salary. The committee will recommend the types of activities that will be "evidence of successful teaching and increased professional attainments." It will also advise in setting up an inservice education program required by the act, "to promote continuous professional growth among teachers, school officers and other employes."

Supt. Hobart M. Corning on October 22 described the \$25,000,000 school building program which would be essential over the next five years. He urged that Congress give the schools the same authority as that now given to the park and playground boards to borrow such funds as may be necessary to speed up the building program.

#### Broader High School Curriculum Aim of New Commission

WASHINGTON, D. C.—Representatives of nine national educational organizations have been appointed to membership on a new Commission on Life Adjustment. Its purpose is to provide guidance in such subjects as home and family life, job hunting, budgeting, use of leisure time, understanding of the necessity and dignity of all types of labor, civic responsibilities and related areas.

Commissioner John W. Studebaker, U. S. Office of Education, in announcing the establishment of the commission, stated that "schools no longer can ignore the dangerous irresponsibility of permitting boys and girls to pursue the white collar myth."

In emphasizing the limitations of secondary education, Dr. Studebaker said: "Too many of our young people are receiving an obsolete education in high school. Evidence mounting rapidly since the war shows that our secondary education prepares young people for colleges and for the skilled trades. But it is not adequate for the vast numbers who are destined for the occupations that do not require a long period of specific training but do require an extensive period of general education.

"It will be the task of the new commission to help the nation's high schools surmount their serious limitations. The solution lies in broadening the curriculum so that all youths will find values in the school. Moreover, it will help to release the richest field of resources of which a democracy can boast—the talents of its boys and girls."

The organizations represented on the new commission are: American Association of Junior Colleges; American Association of School Administrators; American Vocational Association; National Association of High School Supervisors and Directors of Secondary Education; National Association of Secondary School Principals; National Association of State Directors for Vocational Education; National Catholic Welfare Conference; National Council of Chief State School Officers, and the National Education Association.

#### Immediate Educational Aid to War Areas Planned

WASHINGTON, D. C.—The desperate need for an expanded program for educational rehabilitation abroad and plans to provide immediate assistance were discussed at the second annual conference of the Commission on International Educational Reconstruction held here from October 31 to November 2.

Sectional meetings planned specific aspects of the commission's work, including educational materials; books and periodicals; fellowships, scholarships and study grants; educational missions and special seminars; educational work camps; scientific reconstruction, and reconstruction in fine arts and in mass media fields.

The commission, with headquarters at 744 Jackson Place, has enlisted the cooperation of many national organizations interested in assisting in the reestablishment of schools in war-devastated areas. Through close working relationships with the State Department and other governmental agencies, large quantities of textbooks and other school supplies have been sent overseas and

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ONTRA CAFETERIA, 5555 Wilshire Boulevard, Los Angeles. This new food service establishment caters to 3500 patrons, during 3 meal periods daily, and has seating capacity of 420.

#### NEWS...

effectively distributed where most needed. Dr. Harold E. Snyder is director of the commission.

#### **Teachers Would Set Standards** for Promotions

ALBANY, N. Y .- The teachers themselves may help fix the standards that will determine qualifications for promotions under New York State's 1947 teachers' salary law.

The final report of the advisory com-

to Commissioner Francis T. Spaulding this month. In the preliminary report, it was recommended that classroom teachers have at least 50 per cent representation on each district advisory committee. This report stated:

Provision shall be made for the participation of teachers in the formulation, application and review of standards on the basis of which promotions are to be granted. For this

mittee on teachers' salaries will be made purpose there shall be selected in each district an advisory committee, the membership of which shall consist of both teachers and members of the supervisory and administrative staffs. Classroom teachers shall constitute not less than 50 per cent of the membership of such committee.

"The local school authorities shall determine the method of selection of the members of the advisory committee in such manner as to guarantee to classroom teachers opportunity to nominate and/or elect their desired representatives."

#### **Advertising Council Seeks Community Awakening**

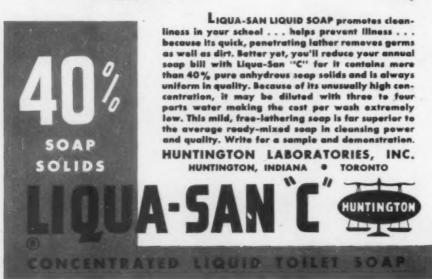
WASHINGTON, D. C .- The Advertising Council's "Campaign Guide" to focus public attention on the crisis in education has been distributed to 10,-000 firms and advertising agencies, according to John W. Studebaker, U. S. Commissioner of Education. Through a series of proposed advertisements and slogans for radio, newspapers and magazines, it seeks to arouse the public to decisive action for improving educational conditions. Expenses for the guide were met by a donation of \$10,000 from private citizens. Extra copies for local advertisers may be obtained either from the U.S. Office of Education, Federal Security Agency, Washington, D. C., or from the Advertising Council, 11 W. Forty-Second St., New York City 18. The council also will provide artwork and photographs for any material published in the guide.

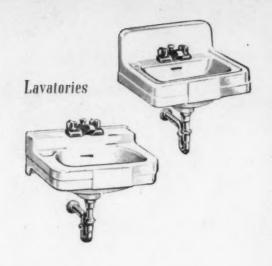
#### **Conference Series to Study Teacher Standards, Salaries**

WASHINGTON, D. C .- Teacher supply and demand, selective admission to institutions preparing teachers, improvement of the quality of teaching, the raising of professional standards and promotion of the \$2400 minimum salary scale are topics being discussed at a series of meetings sponsored by the National Commission on Teacher Education and Professional Standards of the N.E.A. Two day conferences will be held at Indianapolis, December 8, 9; Washington, D. C., December 12, 13; Minneapolis, December 17, 18; Boston, January 9, 10; Atlanta, January 16, 17; Oklahoma City, January 21, 22; Boise, Idaho, January 26, 27, and Salt Lake City, January 30, 31.

The first of the series was held in Chicago early in October.







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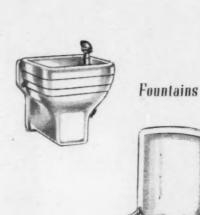
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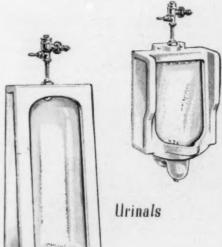
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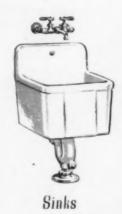
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#### NEWS...

#### Recommends Community Interest to Improve Teacher Rewards

WASHINGTON, D. C.—The subcommittee on the teacher in America issued its report at the two day session of the Citizens Federal Committee on Education, meeting at the United States Office of Education in late October.

The report points out the gains in the teaching profession during the last year through an increase of 13 per cent in teachers' salaries, the raising of possible maximum salaries, the adoption of the single salary scale for men and women teachers and for those in elementary and secondary schools and greater consideration of tenure and retirement allowances.

Although such advances are gratifying, the subcommittee warns against assuming that nothing more need be done. The real wages of teachers, when compared with rising living costs, are actually less than a year ago and the increase in teachers' salaries has been less than in many other fields.

Four recommendations for citizen action are made in the report: check up on educational conditions in your community; work with civic organizations seeking to improve school conditions; get to know your children's teachers, and encourage able young people in your community to consider teaching as

The Citizens Committee approved the report and also considered other broad national problems, such as the relation of the federal government to education. The membership of the committee includes representatives of agriculture, homemakers, veterans, Negro groups, labor, business, the professions and manufacturing.

#### World News May Decide Fate of Military Training

WASHINGTON, D. C.—With the return of Congress to Washington, speculation is rife as to the extent to which it will restrict its consideration to the issues for which it was called—foreign relief and price control.

The two bills most likely to be acted upon early in the special session are: tax reduction, twice vetoed by the President, and the increase in subsistence to full time veteran students, passed by the Senate and on the calendar of the House after being favorably reported out of committee.

The Department of the Army will press-for universal military training but it is generally believed to be "too hot" an issue for an election year, especially since it involves a minimum cash expenditure of \$2,000,000,000 a year. If the world situation becomes tenser and if there are "border incidents" or a "walk-out" from the UN, then quick action may be expected. The bill is already on the calendar of the House but short hearings will undoubtedly be held by the Senate Committee on Military Affairs.

Other bills introduced during the last session of Congress which have varying possibilities of consideration include: Public Housing, S. 866 and H.R. 2523; Creation of a Department of Health, Education and Security, S. 140 and H.R. 573; National Health Insurance, S. 1320, H.R. 3548 and S. 545; Federal Aid to Education, S. 492 and H.R. 2953; School Health Services, S. 1290 and H.R. 1980; Extension of Public Library Facilities, S. 48, and Recreation Services, S. 1229. Some effort will also be made to pass the bill providing a



#### The Maximum in Sanitary Wash Fixtures

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School authorities also prefer Bradleys because of economies in water consumption, hot water heating expense, maintenance and installation costs plus long-life durability. One DUO serves two persons simultaneously, replaces two ordinary "single-person" wash basins, and thus the one DUO sprayhead actually replaces four faucets.

DUO-Washfountains are furnished in stainless steel and glistening, sanitary, enameled iron with bowls finished all-over in white acid-resisting vitreous enamel. For your convenience they are nationally distributed through plumbing wholesalers. BRADLEY WASHFOUNTAIN CO., 2207 W. Michigan Street, Milwaukee 1, Wisconsin.



Write for Illustrated Bulletin 464-D.





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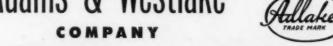
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#### NEWS...

National Science Foundation, even though vetoed by the President after the closing of the last session of Congress.

#### "Reading Can Be Menace," Book Conference Told

WASHINGTON, D. C.—The danger that reading, whether of the "Great Books" or of comics, may be a substitute for real experience was stressed both at a conference of 13 professional organizations of teachers and at the annual Book Fair held in Washington.

Hollis L. Caswell, associate dean, Columbia University, told the 700 teachers attending the meeting that the school reading program should be aimed at developing qualities of self criticism and at developing a social sensitivity. To achieve these purposes, he said, "reading must be tied to the experience of children and their interests."

The same point of view was expressed by Donald D. Durrell of Boston University who said that "reading can be a menace if it becomes a form of controlled day-dreaming."

Participants in the panel discussion at the Book Fair concluded that comic books are "habit-forming and bad for the consumer." Their chief criticism was that most of the comics are unrealistic and consequently contribute little to the experience of their readers, either children or adults.

#### Drive Seeks Funds for Teachers in War Areas

WASHINGTON, D. C.—The executive committee of the N.E.A. has authorized establishment of an Overseas Teacher-Relief Fund campaign to be conducted through local and state N.E.A. organizations. Its purpose is to raise money from American teachers to aid teachers in war-devastated areas.

The initial campaign in local schools was conducted during the first three days of Thanksgiving week but contributions will continue to be received until Christmas. It is hoped that the bulk of the funds will be collected in time to provide financial assistance to teachers in war-torn countries as a Christmas gift from the teachers of the United States.

All teachers are urged to give a minimum of \$1 but contributions should be in proportion to salaries; a maximum of \$100 is suggested. The funds will be collected locally and handled through the regular state and national offices

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# NEWS...

of the N.E.A., thus making it possible to avoid the expenditure of any of the money for administrative purposes.

The plan was developed after consultation with the Commission on International Educational Reconstruction and with officials of the UNESCO. The funds will be channeled abroad through established and well organized relief agencies, such as the Cooperative for American Remittances to Europe (CARE) and the American Red Cross.

# Cheerful Surroundings at No Extra Cost

WASHINGTON, D. C.—Teachers and students in Washington, D. C., schools have voiced unanimous approval of the new color scheme introduced in redecorating halls and classrooms.

The traditional buff color and even the W.P.A. murals are being replaced by soft shades of yellow, orchid, green, gray and blue. Ceilings are an off-white. Stairs, corridors and offices are also brightened by the use of color. Each teacher is asked to select the color she wants for her classroom.

School principals report that children are happier and brighter in these more cheerful surroundings and are taking more pride in their school. The architect's office states that "the use of different colors is not costing a cent more than if we had repainted in the same monotonous buff.

# House Committee Quizzes Governors on Federal Aid

WASHINGTON, D. C.—The governor of each state has been asked by the House Committee on Education and Labor to indicate whether he desires federal aid in support of elementary and secondary education within the state.

The specific questions, included in the letter sent out over the signature of Congressman Fred A. Hartley, chairman of the committee, are:

1. Is there available to every child and youth in your state an acceptable program of public elementary and secondary education, including qualified teachers, adequate salaries and sufficient instructional materials?

2. If your answer to (1) is "no," approximately what per cent of the children and youths in your state do not have this acceptable level of school opportunity?

3. In providing the acceptable level of educational opportunity (question 1), how would you characterize the efforts now being made by local units in your state and by the state government itself? Please check one of the following:

(a) We are are straining ourselves to the limits of our financial resources to provide for public education.

(b) We are doing an adequate job for public education without undue strain on our financial resources.

(c) We have plenty of reserve financial strength and can do more for public education without additional federal assistance.

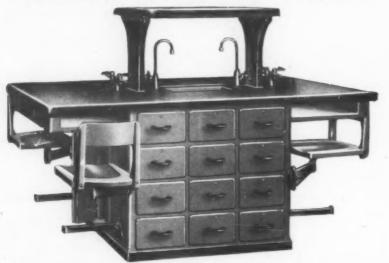
4. Would you approve of a program of financial aid to the states to improve and equalize elementary and secondary school opportunities, provided the states were free to use the additional federal revenues in accordance with state law?

# Enrollment Increase Highest in Negro Colleges

WASHINGTON, D. C.—The increase in college enrollment predicted for this fall has materialized, according to a



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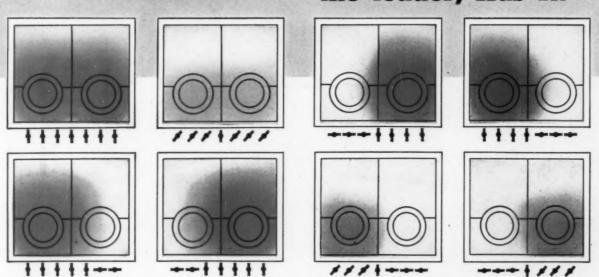
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# NEWS...

report released by the U. S. Office of Education on November 2. A survey of 1778 institutions shows a total of 2,300,000 students in attendance, an increase of 10.7 per cent over the first term in 1946. Enrollment in universities, colleges and professional schools increased 9.6 per cent, and in junior colleges, 13.8 per cent. The largest percentage of increase was in colleges and universities for Negroes which this fall have an enrollment of 73,900 or 25.6 per cent more than a year ago.

Six universities enroll 194,000 students, or more than 8 per cent of the total. They range from New York University with 46,312 to Northwestern University with 24,254.

# To Brush or Not to Brush

CHICAGO.—An extensive two year study of the effects of correct brushing of the teeth, in which more than 2000 sixth and seventh graders in three different communities in Illinois will participate, has been planned by the college

of dentistry of the University of Illinois.

It is hoped to prove that dental decay can be reduced if the teeth are brushed immediately after eating.

Children will be asked to brush their teeth at their desks each morning and afternoon and will be asked to continue the brushing after the evening meal at home. Brushes and tooth powder will be provided by the university, a total of \$40,000 being made available for the project.

The results obtained are expected to show the relative merits of various dentifrices, and the value of supervised brushing of the teeth soon after eating as against haphazard brushing, according to Dr. Robert G. Kesel.

The three dentifrices used will be distributed in packages bearing no label. An equal number of children will use each dentifrice. Results will be compared with those of a fourth group of children who will be unsupervised in brushing their teeth.

# **Heads School Business Officials**

TORONTO, ONT.

—C. H. R. (Harvey) Fuller, business administrator and secretary-treasurer of schools in Toronto, since 1934, is the new president of the School Business Officials Association.



C. H. R. Fuller

During World War II he was captain in the Canadian Army Engineers. Upon his return from overseas, he was city engineer and city manager of Chatham, Ont., and later city administrator and business manager for the board of education at Oshawa, Ont. Last year he was president of the Ontario Association of School Business Officials.

#### Request More State Aid

SYRACUSE, N. Y.—The New York State School Boards Association meeting on October 28 asked that the state provide an additional \$103,000,000 for education, to make possible a minimum support level of at least \$200 for each elementary pupil and \$260 for each secondary pupil, the cost to be shared by the community and the state. Under the present law, these minimums are \$100 and \$130. The recommended community contribution would be \$5 per \$1000 on real estate, as compared with \$2.65 as at present.



# Classrooms - with a difference

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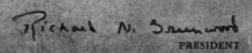
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Good teaching has always meant adaptability to the needs of the group and the individual. So classrooms tend to look more informal these days with good reason. For educators have found that facilities, too, should be adaptable. The flexibility of Heywood-Wakefield school furniture is keyed directly to this trend.







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# THE BOOK SHELF . . .

## Printed publications of interest to school administrators are listed as received.

#### **ADMINISTRATION**

Improving Marking and Reporting Practices. By William L. Wrinkle. Rinehart and Co., Inc., College Dept., 232 Madison Avenue, New York 16. \$2.

Cooperation in General Education. Final report of Executive Committee of the Cooperative Study in General Education. American Council on Education, Washington, D. C. \$3.

A Study of Public Education in Greenville, Ohio; A Study of Public School Needs, Coshocton, Ohio. Studies directed by W. R. Flesher. Bureau of Educational Research, College of Education, Ohio State University, Columbus. Ohio.

Elementary Education in Florida. Bulletin No. 44. Bureau of Educational Research, College of Education, University of Florida, Gainesville.

#### ANNUAL REPORTS

Free Schools in a Free Land. Abington Township School District, Abington, Pa. Raymond H. White, supt. Pp. 40. Educational Services to the Community by the

Educational Services to the Community by the Indiana Public Schools and Libraries. Board of School Commissioners, Indianapolis. Pp. 36.

#### INSTRUCTION

General Education in the Humanities. By Harold B. Dunkel. American Council on Education, Washington, D. C. \$3.50.

The Study and Teaching of American History. Edited by Richard E. Thursfield. Seventeenth yearbook, National Council for the Social Studies, 1201 Sixteenth St., N.W., Washington 6, D. C. Paperbound, \$2: clothbound, \$2.50

#### PUBLIC RELATIONS

From Sea to Shining Sea. Administrators' handbook for intergroup education. American Association of School Administrators, 1201 Sixteenth St., N.W., Washington 6, D. C. Pp. 64. 50 cents.

A Plan for a Democratic Public Opinion. By Joseph Facci, Box 716, Falls Church, Va. Pp. 104. \$1.

Human Relations. By Frank E. Karelsen Jr. International Press, New York City.

#### RURAL EDUCATION

Education and Rural Community Living in the South. John E. Brewton, director. Southern Rural Life Council, George Peabody College for Teachers, Nashville, Tenn.

#### SCHOOL PLANT

Planning a Schoolhouse for Tomorrow's Citizens. By W. F. Bogner, Dana M. Cotton, Ralph D. McLear. Harvard University, Cambridge, Mass.

A Study of Public School Building Needs, Xenia, Ohio. W. R. Flesher, director. Bureau of Educational Research, College of Education, Ohio State University, Columbus, Ohio.

#### OF GENERAL INTEREST

Unseen Harvests. Anthology of tributes to teaching. Edited by Claude M. Fuess and Emory S. Basford. Macmillan Co., 60 Fifth Avenue, New York City. Pp. 678. \$5.

Foundations for American Education. Presents formula for "new education" in six parts: Four Foundations of Education; the Human Frontier—a New Psychology; the Social Frontier—a New Sociology; the Esthetic Frontier; the Moral-Ethical Frontier, and the Educational Frontier—1890's-1940's. World Book Co., Yonkers, N. Y. Pp. 826. \$5.

Our Children Are Cheated. The crisis in

Our Children Are Cheated. The crisis in American education. By Benjamin Fine. Henry Holt and Co., 257 Fourth Avenue, New York 10. Pp. 244. \$3.

Freedom and Experience. Essays presented to Horace M. Kallen, American philosopher. Edited by Sidney Hook and Milton R. Konvitz. New School for Social Research, Cornell University Press, Ithaca, N. Y. Pp. 345. \$8.50.

General Education Board. Annual report for 1946. General Education Board, 49 W. Forty-Ninth St., New York City. Pp. 116.

UNESCO and You, a Six-Point Program.
Department of State Publication 2904. U. S.
Government Printing Office, Superintendent of
Documents, Washington 25, D. C. Pp. 42. 15
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A Report on Education; People's Legislative Program for Kentucky: The Constitution; Public Welfare; Health; Housing; Agriculture; Manufacturing. Eight booklets by the Committee for Kentucky, a fact finding committee. Maurice D. Bement, exécutive director. 427 S. Fourth Avenue, Louisville 2, Ky.

Public Reaction to the Atomic Bomb and World Affairs. By the Social Science Research Council Subcommittee on Public Reactions to the Atomic Bomb and International Relations. Cornell University, Ithaca, N. Y.

The American School and University, 1947-48. Nineteenth annual edition. American School Publishing Corp., 470 Fourth Avenue, New York 16.

# COMING EVENTS . . .

American Association for the Advancement of Science, Chicago Dec. 26-31

American Association of School Administrators, Atlantic City Feb. 21-26

American Education Fellowship, Stevens Hotel, Chicago Nev. 27-29 American Society of Curriculum Development,

Cincinnati Feb. 15-21 American Vocational Association, Los Angeles Dec. 16-18

Association for Supervision and Curriculum Development, third annual meeting, Cincinnati Feb. 15-18

California Teachers Association, Biltmore Hotel, Los Angeles Dec. 5, 6

Educational Press Association of America, Atlantic City Feb. 24

Georgia Education Association, Hotel Henry Grady, Atlanta Mar. 3-6

Idaho Education Association, Boise Apr. 23, 24

Kentucky Education Association, Henry Clay Hotel, Louisville Apr. 14-16 N.E.A. Department of Classroom Teachers, southeastern regional conference, Atlanta, Ga. Dec. 28, 29

National Association of Music Teachers, Hotel Statler, Boston Dec. 28-Jan. 2

National Association of Secretaries of State Education Associations, Santa Fe, N. M. Dec. 1-3

National Catholic Education Association, San Francisco Mar. 31-Apr. 2

National Council for Social Studies, St. Louis Nov. 27-29

National Council of Geography Teachers, University of Virginia, Charlottesville Dec. 27-29

National Council of Teachers of English, Hotel St. Francis, San Francisco

Nov. 26-29

New York State Association of Secondary School Principals, Syracuse Dec. 4-6

Ohio Education Association, Hotel Deshler-Wallick, Columbus Dec. 29-31

Oklahoma Education Association, Tulsa Feb. 13, 14

Oregon Education Association, Portland
Apr. 1-

Pennsylvania State Education Association, Harrisburg Dec. 29-31

South Carolina Education Association, Columbia Mar. 18-19

South Dakota Education Association, district conventions: Yankton, Deadwood, Pierre, Watertown Nev. 24-26

Texas State Teachers Association, Hotel Gunter, San Antonio Nev. 27-29

Typical classroom in Nathan Hale School shows extreme sky brightness; note dark interior and lack of light on ceiling.

Nothen Hale School, Toledo, Ohio uses almost identical classrooms for daylighting demonstration.

The old fenestration was replaced with Insulux Glass Block and a narrow vision strip. Light-colored desks, ceiling and walls help reduce brightness contrasts.





# Advanced lesson in classroom daylighting

Two rooms in the Nathan Hale School in Toledo, on the same floor, facing the same direction, were chosen for this demonstration in classroom daylighting. Photographs of both were taken on an overcast day providing approximately 750 footcandles of vertical surface illumination.

Room on upper left shows the method of daylighting typical in a vast majority of school classrooms. (Decoration obviously is not up to standard.) All pupils in the room are subjected to a large area of high brightness. (The average sky brightness through windows here is 1,500 foot-lamberts.) This area occupies a large part of the visual field for children nearest the fenestration. For those farther away it occupies a smaller portion of the visual field, but the contrasts with task brightness are much higher. Contrasts between the sky and tasks on desks farthest from the light are about 100 to 1. This is much beyond the limit of what may be tolerated.

Room on lower left has been redecorated and refinished in light colors. Insulux Prismatic Glass Block, No. 351, has been installed above a 30-inchhigh vision strip.

This prismatic block redirects the greater proportion of its transmitted light upward toward the ceiling. It distributes it broadly over the ceiling. At the same time it helps to shade the child's eyes from direct sky brightness. It reduces this brightness by about ten-fold, thus the panel brightness here is from 125 to 150 foot-lamberts. By this reduction the glass block panel has reduced the maximum contrast between minimum task brightness and the brightness of the principal light source to about 10 to 1—a ten-fold reduction.

(This is the remodeled school classroom. Conditions in the room would be somewhat better and contrasts would be lower if the glass block panels were not interrupted by wall areas at front and rear and in center of the outside wall.)

# Write for free Daylighting Manual

A convenient manual, helpful in school planning, building orientation and arrangement of class schedules—answering questions on interior brightness, contrasts and interior reflectivities—is available without charge. Address Owens-Illinois Glass Company, Insulux Products Division, Toledo 1, Ohio.



# INSAFAX

Insulux Prismatic Block No. 351 was developed for accurate daylight control. Pattern utilizes four faces of block, turns light upward. Ceiling acts as huge reflector to redirect light downward.

OWENS-ILLINOIS GLASS COMI Insulux Products Division, Dep Toledo 1, Ohio	
Gentlemen:	
Please send me, without che School Classrooms."	arge, your manual "Daylight in
Name	
Address	1
City	Zone State

# NEWS...

# Classes in Heating Equipment

WHITE PLAINS, N. Y .- The University of Illinois recently completed a three day short course in Chicago on developments in heating equipment. The course was so successful, according to C. M. Baumgardner, executive vice president of the United States Radiator Corporation and chairman of the Institute of Boiler and Radiator Manufacturers, speaking before the annual meeting of the institute, "that it has been decided to hold these classes in all sec-

tions of the country; they will assist an auditorium for group meetings, heating installers to calculate and design systems which will provide for maximum efficiency, comfort and economy."

## Colorado Association Expands

DENVER .- The Colorado Education Association has new headquarters at 1605 Pennsylvania St., Denver, in a spacious three story red brick building, formerly one of the city's fine homes. The structure provides adequate room for the activities of every department of the association and has a board room,

work room, stock room and file room.

The state association is currently working toward at least 50 per cent



New C.E.A. Headquarters

state aid and a reorganization of the state department of education. latter plan would take the state board out of politics and make it representative of the different areas of the state.

The C.E.A. legislative committee and representatives of both houses of the legislature are collaborating on a compromise school district reorganization bill. The senate passed a county unit bill earlier this year and the house passed a C.E.A. sponsored bill setting up a reorganization plan under the state department. The governor may call an extra session in an effort to get this and other urgent legislation passed, Ward B. Kimball, director of public relations of the C.E.A., reports.

# **Center for Parent Guidance**

DES MOINES, IOWA.—This city is opening a guidance center for parents of delinquent children, patterned on one in San Francisco, to which parents of delinquents are referred for an eight weeks' course of instruction. Lieut. R. W. Brophy, head of the police juvenile bureau at Des Moines, hopes that attendance will be voluntary, but states that in certain cases parents may be required to attend.

#### 7,250,000 Vets Take Training

WASHINGTON, D. C.—According to a Veterans Administration report, approximately half of the 14,500,000 veterans of the recent war have applied for some form of education or training. This is an increase of 50 per cent over a year ago. More than 61 per cent of the applicants had entered training before September 30.



# ABSORBENCY

BILITY to dry the hands quickly and completely is the most A important factor to look for in any paper towel. Mosinee Towels have great speed of absorbency because they are made from pure sulphate material, which has as one of its chief characteristics the ability to absorb water FAST.

Just make the test pictured above. Flick drops of water on an ordinary paper towel. They just remain on the surface. Then flick drops on a Mosinee Towel - and watch the towel

absorb them instantly! We'll provide the samples for you to make the test. Write to -



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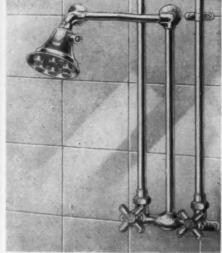
Vol.

# FOR SCHOOL SHOWERS...

# The adjustable, self-cleaning Speakman Anystream Shower Head

SAVES UP TO HOT WATER





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Speakman "Commander" exposed Two-Valve Shower (S-1160). Designed to prevent malicious removal.

Have you a hot water problem? Hot showers cost you too much? Install Speakman Anystream Shower Heads. With Anystream, you can save up to 58% on hot water consumption . . . with corresponding savings on fuel.

Speakman Anystream Heads cut maintenance costs, too. Anystream Shower Heads are self-cleaning—a feature that cuts maintenance difficulties to minimum.

See the Anystream Shower Head at your local plumbing supply dealer or plumbing contractor. Immediate delivery.

#### SOME TYPICAL SPEAKMAN INSTALLATIONS IN SCHOOLS AND COLLEGES

U. S. Military Academy . West Point, N. Y. Annapolis, Md. Princeton, N. J. Hanover, N. H. U. S. Naval Academy Princeton University Dartmouth College Bennington College Harvard Un versity Bennington, Vt. Cambridge, Mass. Beacon High School Beacon, N. Y. Staunton Military Academy Staunton, Va. Placentia High School . Placentia, Calif. Placentia High School . . Placentia, Calif. Central High School . . Philadelphia, Pa.

The Citadel . . . . . Charleston, S. C. Mass. Inst. Tech. . . . Cambridge, Mass. Huntington School . Huntington, N. Y. Hamtramck Jr. High School, Huntramck, Mich. Mt. Lebanon High School . Pittsburgh, Pa. Rutgers Stadium . New Brunswick, N. J. Franklin School . . . Cedar Rapids, Iowa South Side Jr. High School . Scranton, Pa. P. S. du Pont High School . Wilmington, Del. York High School . . . . . York, Pa.

# "Established in 1869"

tion, head is self-cleaning.

SHOWERS AND FIXTURES

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# NEWS...

# Children "Adopt Oldsters"

WATTON, ENG.-A program for training boys and girls in being kind to their parents and to old people is in progress in this little town in England where youngsters are "adopting" aged persons and running errands for them.

# **How Will Teaching Staffs Expand?**

COLLEGE PARK, MD.—The Veterans of Foreign Wars wanted to know what the probable future demand will be in colleges, universities and teacher train-

Ph.D and Ed.D. degrees. This information was needed as an aid in counseling veterans who are contemplating graduate study.

Under the direction of George T. Trial, national director of education and information, V.F.W., a questionnaire, designed to determine the number of persons holding these two degrees who were to be added to school faculties during 1947-48 and 1948-50 in the fields of teacher training, was sent to 319 in-

ing institutions for persons holding the stitutions. A total of 201 replies was received. At least one school in every state was queried.

The replies show that educators are unable to predict staff expansions beyond the current year. Staffs in the elementary and secondary education fields will be expanded the most during 1947-48, this expansion being geared, it is thought, to the present increase in enrollment in elementary schools which will ultimately be experienced in secondary schools. Guidance and personnel work came next in anticipated staff expansion.

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Pleasant to write on, too, and so easy to clean. A long lasting board that's perfect for every kind of climate. Ask your supply dealer for the details of the new "See-GREEN" \* Chalkboards now.

> Samples and descriptive literature will be gladly sent upon request. Also available in black and in standard green.

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WASHINGTON, D. C .- The annual report on Catholic education prepared by the National Catholic Welfare Conference under the direction of Msgr. Frederick G. Hochwalt, general secretary, discloses that an all time high of 3,000,000 children were enrolled this fall in Catholic schools and colleges. This represents an increase of 50 per cent over twenty-five years ago.

An extensive building program for parochial schools is now under way or being planned in all parts of the country. Chicago alone is planning a \$25,-000,000 program for the next ten years. The greatest number of schools will be erected in the South and the Midwest, with secondary schools receiving the major emphasis.

Other cities in which substantial building programs are planned are St. Louis, Milwaukee, New York, Brooklyn, Mobile, Ala., Boston and Hartford,

## March of Dimes in January

NEW YORK.—The annual March of Dimes to raise funds for fighting infantile paralysis will be held from January 15 to 30 under the auspices of the National Foundation for Infantile Paralysis, Inc.

# SALARIES

# What Price Competence?

NEWTON, MASS.—Factors to be considered in relating teachers' salaries to competence are presented in a study completed recently. Four of the schools' staff members spent the summer studying the problem in Harvard University's workshop in educational administration, with Alfred D. Simpson, director. The authors hope that their report will "proSee it... Hear it!

> the new RCA-400" lighter weight 16 mm Projector

# FIRST IN SOUND...FINEST IN PROJECTION

No other 16mm projector gives you all the upto-the-minute quality improvements of the *new* RCA "400."

Sound or silent speed at the turn of a knob—simplified threading—the exclusive RCA "Cushion Action" sprocket shoes—amplifier, speaker and speaker case acoustically matched—finger-tip tilting mechanism—scuff-resistant,

seamless cases—these and many other exclusive features combine to make the new RCA "400" the ideal 16mm projector for your school.

See it...hear it... with your own films, and then compare it with any other projector. Your RCA Educational Dealer will be glad to arrange a demonstration for you. For complete information and the name of your nearest dealer write: Educational Department, RCA, Camden, N. J.



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RADIO CORPORATION of AMERICA EDUCATIONAL DEPARTMENT, CAMDEN, N.J.

# NEWS...

vide a basis for discussion and participation by other members of the staff."

# Pueblo Teachers Get More Pay

PUEBLO, COLO.—What is believed to be the first \$2400 minimum salary schedule in Colorado has been adopted by the public school system of this city. This minimum is for the teacher with the B.A. degree without previous experience, \$2500 being the minimum for the M.A. degree. The new schedule

teachers, principals and coordinators who have not reached the new maxi-

Besides establishing this new schedule, the board of education reduced the local mill levy by .15 of a mill. The total special levy adopted is 22.68 mills.

# **Acquire New Sites**

ROCKFORD, ILL.-Voters in a special school election approved an educational

provides for a \$400 increase for all fund tax rate of 67 cents, representing approximately a 30 per cent increase and yielding nearly \$500,000 annually. This increased revenue will support the new salary schedule now in effect and will provide for expanding school facilities to accommodate the enrollment caused by the increasing birth rate during the last seven years. The board of education has acquired its fourth new elementary school site. Two sites have 6 acres each, one has 10 and one, 20

> The new salary schedule provides a minimum of \$2000 for teachers without experience who have had the equivalent of two years in teachers' college; a minimum of \$2400 for teachers with a bachelor's degree; \$2600 for the master's degree. The minimum for elementary principals and special supervisors is \$4500.

# Pay Difficulties Over in Danbury

DANBURY, CONN.—This city's 150 teachers received on October 28 their first pay checks since the beginning of school, having rejected their September checks because they contained only 50 per cent of the pay rise promised last spring. The threat of a strike which had been hanging fire since September 3 was removed when the board of education issued contracts calling for the promised increases.

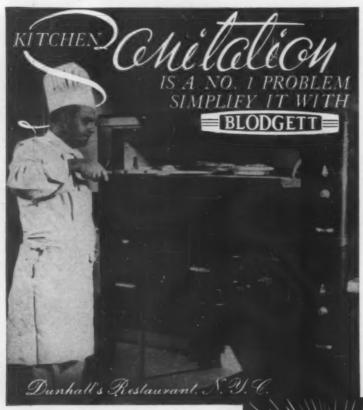
# MEETINGS

# For Improvement of Instruction

WASHINGTON, D. C.—The Association for Supervision and Curriculum Development will hold its annual meeting February 15 to 18 at the Netherlands-Plaza Hotel in Cincinnati. General sessions will deal with such subjects as responsibility of educational leadership, speeding curriculum improvement and items of international and national significance. There will be 14 study groups on varied topics. Further information and housing blanks may be obtained from the office of the association, 1201 Sixteenth St., N.W., Washington 6, D. C.

## Rural Youth Group Meets

WASHINGTON, D. C .- The Alliance for Guidance of Rural Youth held its thirty-second annual meeting on October 20, 21. Howard E. Dawson, director of rural service, N.E.A., is president of the organization. Plans were for-



MOUNTING DEMAND for cleaner kitchens poses a problem for management. Blodgett design is based on recognition of the fact that high sanitation standards are much more dependent upon cleanability of cooking equipment than upon willingness to clean e Hence, sides, backs and tops of Blodgett Baking and Roasting, Ovens are as slickly finished as the fronts—easy to clean under, over and around. Cooking, combustion, and control compartments are readily gotten atno exposed or inaccessible piping or block panels to make cleaning hard! And-Blodgett's high production per square foot of floor space means less equipment to clean!



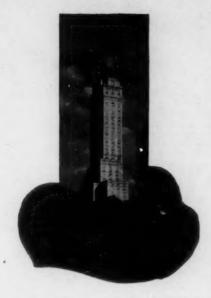
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SUPREMACT IN CHINA

mulated pertaining to the development country, recently addressed the Chicago and administration of a comprehensive guidance program for boys and girls in mining camps and in families of migrant farm workers.

# INTERNATIONAL

# **Prince's Tutor Reports**

CHICAGO. - Mrs. Elizabeth Vining, tutor of the Crown Prince Akihito of Japan, on her first return trip to this

Teacher Librarians clubs. Even the children in the Peers' and Peeresses' Schools in which she teaches, she says, are thin, pale and hungry. The children seem to feel no bitterness over the war.

The crown prince attends school in a one story frame building that has no heat in winter. Although only 13 years old, when other boys play baseball he has to study special lessons, such as "The Evolution of Law." The favorite English

books among her Japanese pupils are David Copperfield" and "Franklin's Autobiography.

Easier, stronger steering,

Power-operated hydraulic

Mrs. Vining gives lessons in English to the empress, a lady in waiting being present at each lesson, although in hiding behind a screen so as to avoid embarrassing the empress. Mrs. Vining discovered that other ladies in waiting were also sneaking behind the screen, unknown to the empress, to take advantage of the English lessons.

# To Arrange for Student Exchange

RUTHERFORD, N. Y .- Guy L. Hilleboe, supervising principal of schools, left on November 15 for Europe on a fifteen days' leave as a member of a commission to arrange for a student exchange with school heads in Norway, Sweden and Denmark. The program is sponsored by the Scandinavian Airlines System, the American Scandinavian Foundation, the New York Herald-Tribune and the Metropolitan School Study Council. Dr. Hilleboe is chairman of a committee of the last named group which will supervise the activities of the 18 students while they are in this country. The visitors, who will arrive in December, will be guests in the homes of American high school students for two and a half months.

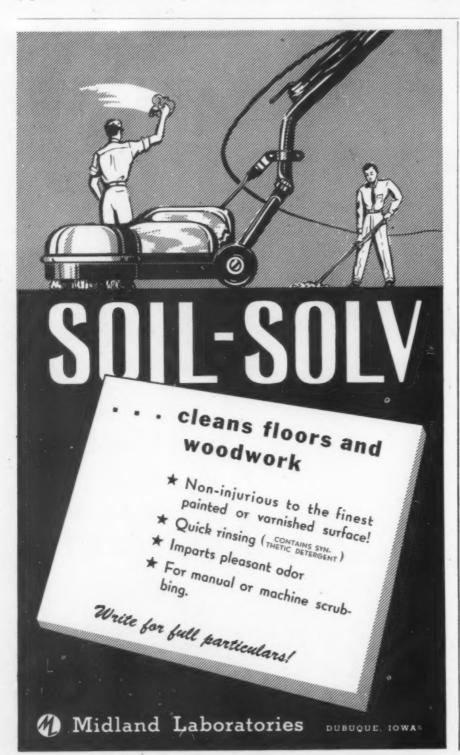
#### **Exchanges Under Fulbright Act**

WASHINGTON, D. C .- At the first meeting of the Board of Foreign Scholarships set up by President Truman to carry out the Fulbright Act, the State Department reported that during the next twelve months funds would be available to finance scholarships for about 1200 students and 300 teachers, professors and research workers. Agencies which will select the scholarship recipients are the Institute of International Education, for students; the U.S. Office of Education, for elementary and secondary school teachers, and the American Council on Education, for research workers and others. China is expected to sign the first agreement to admit American students.

### Carr Secretary-General W.O.T.P.

WASHINGTON, D. C.—By mail vote, the executive committee of the World Organization of the Teaching Profession has appointed William G. Carr secretary-general of the new organiza-

Since the meeting in Glasgow, definite steps have been taken to carry



Vol



side girders and plentiful box-type cross-members to resist maximum shock. Wider, lower and level frame for ample body support and greater stability.

driveshaft guards and hand-brake shield, built to provide maximum ... Properly designed in as original equipment, safety.

balanced weight distribution, and power more than equal to any emergency - all contribute to safer operation.

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with infrequent servicing. sure maximum stopping power Vacuum reserve tank to provide brake power if engine strength and durability to inbrakes with extra margins of stalls in neutral.

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ried in rigid aluminum conduit to prevent injury to wiring.

clearance permits use of

 No matter how you look at it, an outstanding characteristic of the Mack school bus chassis is safety. Possessing the characteristic ruggedness of Mack contruction, this modern chassis re-

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tion of safety features makes

for unsurpassed safety as well as over-all economy in transporting "America's Most Precious Cargoes."

flects Mack's wealth of experience as

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outer rear dual wheels for greater traction in icy and

... Wider front axle tread for greater stability, shorter

turning radius.

from exhaust pipe to guard against fire. Extra-large tank capacity to insure longer operation of heater in case bus is marooned by unusually

heavy snowstorm. Protectoseal filler spout to eliminate possibility of fire during refueling. Mack rubber Shock Insulators with 4 hydraulic shock absorbers . Progressive-type springs in for smoother, safer riding.

> . . Extended exhaust pipe to prevent fumes from entering bus body.



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# NEWS...

out the resolutions adopted at that of teachers will be held concurrently. time. A formal application has been made to the United Nations and to UNESCO to obtain a cooperative agreement with the latter and consultative status with the Economic and Social Council of UN. Additional material on world organizations has been sent to nongovernment groups in member countries of W.O.T.P. Dr. William F. Russell, president of W.O.T.P., will attend the UNESCO meeting in Mexico

In addition, member organizations have been asked to prepare statements on the following five topics for consideration at the next General Assembly: international language, interchange of pupils and teachers, social studies and current affairs, extension of literacy, and health education.

# **UNESCO** Well Started

LAKE SUCCESS, N. Y.—UNESCO is City and an international conference making progress undisturbed by politi-

cal frictions, according to Dr. Julian Huxley, director general. Dr. Huxley was en route to Mexico City for the second annual conference of the organization which opened November 6.

In its primary task, that of restoring educational and scientific levels in wartorn countries, UNESCO has succeeded in surveying the field and noting the need for schools, books and other cultural items. In less than a year the organization has laid plans for such activities as an international "literary pool" and a book coupon exchange, the latter being intended to eliminate difficulties of scientists in buying foreign books because of the scarcity of foreign exchange.

### Want Theater in UNESCO Affairs

NEWARK, DEL .- At a recent conference of the American National Theater and Academy and the University of Delaware, a resolution was endorsed calling for inclusion of a representative of the theater on the United States national commission of UNESCO. The theater, according to C. R. Kase, president of the A.N.T.A., is the only one of the major arts not represented. He asserts that drama can be one of the most effective means of carrying out the purposes of the commission.

# N.E.A. Urges Curb on Prices

WASHINGTON, D. C .- The legislative committee of the N.E.A. placed America's teachers on record in an appeal for an immediate curb on price inflation. At a meeting of the committee October 24, the following statement was approved and sent to President Truman:

"Teachers join with other citizens in an appeal for an immediate curb on price inflation. While many states and local communities have appropriated new funds for teachers' salaries, increased salaries do not buy as much as they did before the war. . . . The legislation commission of the National Education Association urges the President and Congress to act quickly."

### **Comics Not Harmful Survey Shows**

STANFORD UNIVERSITY, CALIF.—Surveys made by three Stanford University graduate students into the comic book reading habits of children at Palo Alto, South San Francisco and Mountain View reveal that these books are not as harmful as many parents suppose. No evidence was found that comic books undermine children's morals, spoil their taste



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After months of development, Eagle engineers now bring you dependable locker protection with this sturdy combination padlock.

While it sets new high standards for security in school service, Eagle No. 04957 is available at a price that makes it outstanding among combination padlocks.

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lock provides 144 regular combinations with 4500 combinations available. The lock holds the combination in the unlocked position and is self-locking when the shackle is pushed in.

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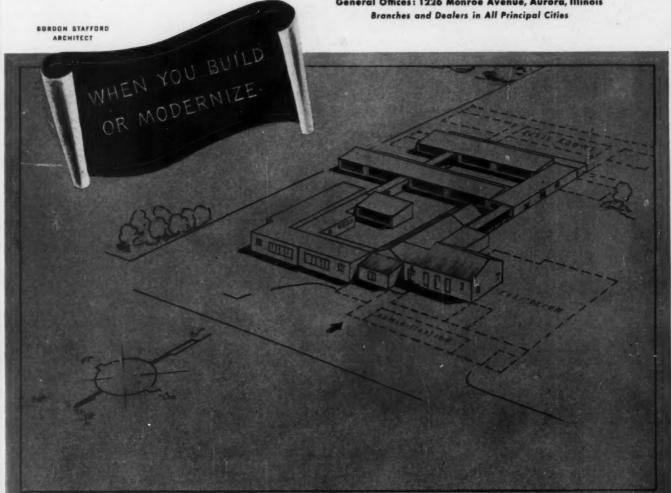
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- Sorting Files Ironing Tables

# NEWS...

for good literature or contribute to juvenile delinquency.

The children rated animal cartoons far above any other comics. The appeal of the comics is a clue to the interests of the pupils that might be used in helping them to progress to other books serving the same interests. The study suggested that the use of the comic book format in the presentation of reading matter to poor readers might be a helpful technic. Furthermore, the interest of secondary school students whose known vocabulary level is that of the sixth grade may indicate that the comic book reading habit is not so much the result of laziness as it is of ineffective reading instruction.

The California Congress of Parents and Teachers requested and helped finance the surveys.

## **Driver Education Awards**

CHICAGO.—States sponsoring driver education in their schools will compete for a series of awards to be made by the National Conservation Bureau on June I of each year. The plan was announced by the bureau, the accident prevention division of the Association of Casualty and Surety Companies, at the National Safety Congress held in Chicago early in October.

Meritorious awards will be presented to governors of states where 25 per cent of the secondary schools have enrolled not less than 25 per cent of eligible students in driver education programs. States training 50 per cent of the pupils in 50 per cent of the secondary schools enrolled will be eligible for the superior award.

An award for excellency of achievement will be made to states for attainments in developing a comprehensive, statewide driver education program, such as preparation of teachers, percentage of annual increase of schools teaching driver education, percentage of annual increase of enrollment in the courses and colleges offering credit courses.

A minimum of 20 classroom periods of instruction has been designated for the "driver education course," where organized classroom instruction is given (whether or not road lessons are offered), using a textbook devoted exclusively to traffic safety education and following an organized syllabus or course of study. Participation rules specify that the course may be organized as a separate subject, or as a distinct unit within another subject, provided the minimum of 20 periods deals with instruction in driver education.

"Eligible students" are defined by the

bureau as those who have reached or will reach in one year the legal driving age for their state, and who do not have a driver's license or have previously been enrolled in a driver education course. Public, private and parochial schools will be included.

# Compete With Textbooks

STANFORD UNIVERSITY, CALIF.—Text-books are meeting strong competition from newspapers, magazines and other materials, such as pamphlets, bulletins, films, recordings and radio, in classroom instruction, according to a report of a study made by Lucien Kinney and Reginald Bell, professors in the school of education at Stanford. The study covered the use of current materials in English, science and social studies classes in 16 high schools.

Among the advantages of using current materials reported by teachers are the following:

Critical thinking is developed and students learn to detect bias and allow for prejudice in such materials.

The wide range of topics and technics when current materials become the basic text and textbooks become collateral reading makes it possible to provide for differences in the ability of students. The



For These Food Saving Days

# **Build More Meals Around**



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FULLY prepared—ready to heat and serve—Heinz Oven-Baked Beans are high in food value and make a hearty main dish by themselves. Or, served with your plate specials, they help round out nourishing, appetizing meals that are more in demand than ever for these food-saving days. Richly nutritious, Heinz Oven-Baked Beans are ideal for fast, labor-saving service.

You'll find Heinz Oven-Baked Beans are economical to serve for there are no leftovers, no waste. Ask your Heinz Man or write H. J. Heinz Company, Hotel and Restaurant Division, Pittsburgh 30, Pennsylvania.

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HENZ OVEN-BEANS

# NEWS...

brighter student is stimulated to further study; the shy student, his interest aroused by a "live topic," becomes articulate, and even the dullest can collect pictures and make displays and have a feeling of contributing to the class.

Greater pupil interest reduces dis-

cipline problems.

The school becomes more closely linked to the community and students develop an active interest in civic affairs and a familiarity with local government.

Parents, through their children's conversation at home, gain a clearer understanding of a modern school program.

By placing less emphasis on class recitation and calling for greater resourcefulness and initiative, student interest is improved, participation and leadership are encouraged.

# To Have School for Stage Arts

New York.—The board of education has been voted \$53,753 for construction work needed to provide a school to train future playwrights, actors, musicians, radio artists and dancers. The money will be used to remodel a building at 120 East Forty-Sixth Street for use as a School of the Performing Arts. The board plans to have the school ready for about 300 pupils by next fall. Its func-

tion will be to train for the professional field talented young people who cannot afford private training.

# Names in the News . . . (Continued from Page 32.)

Arlo Ayres Brown, president of Drew University for the last eighteen years, has announced his retirement to become effective next spring.

#### OTHERS ...

Don S. Patterson, dean of the junior college program at Bremerton, Wash., has been appointed chief of school organization and supervision of the elementary education division of the U.S. Office of Education. Homer H. Kempfer, administrator of adult education in the New York State Department of Education, has been appointed to the position of specialist for general adult and posthigh school education in the secondary education division. Arthur L. Benson, assistant state supervisor of guidance activities of the state education department of Maryland, is now specialist in individual inventory and counseling technics in the occupational information and guidance service of the vocational education

### DEATHS ...

Ralph W. Barnes, superintendent of schools and principal of the Williams High School at Stockbridge, Mass., until his retirement last March, died recently at the age of 68.

Davis W. Shoemaker, headmaster of Lake Forest Day School, Lake Forest, Ill., since June, died recently at the age of 45. He had been lieutenant colonel in the Army Air Forces intelligence service.

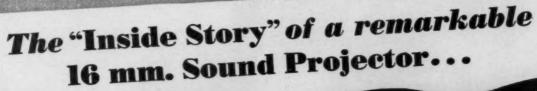
L. P. Wetzel, superintendent of schools in Madison County, Illinois, died recently at the age of 64.

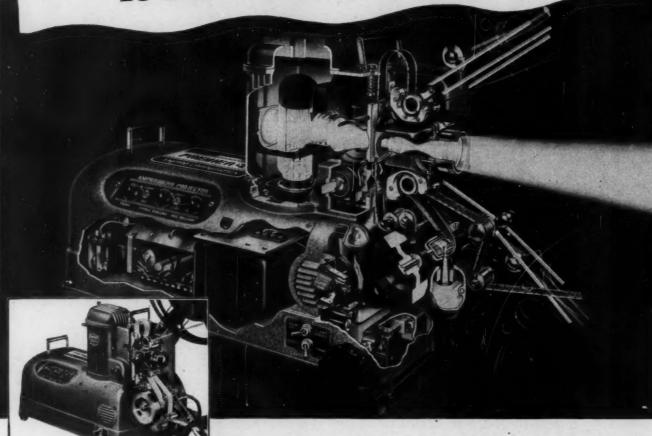
William A. Wilson, former principal of the Middletown High School, Middletown, N. Y., who had been retired for the last several years, died recently at the age of 84.

S. Thomas Traina, principal of Ferris High School, Jersey City, N. J., died recently following an emergency operation. He was 50 years old.

E. C. Brooks, president emeritus of North Carolina State College, which was consolidated in 1934 into the Greater University of North Carolina, died recently at the age of 76.







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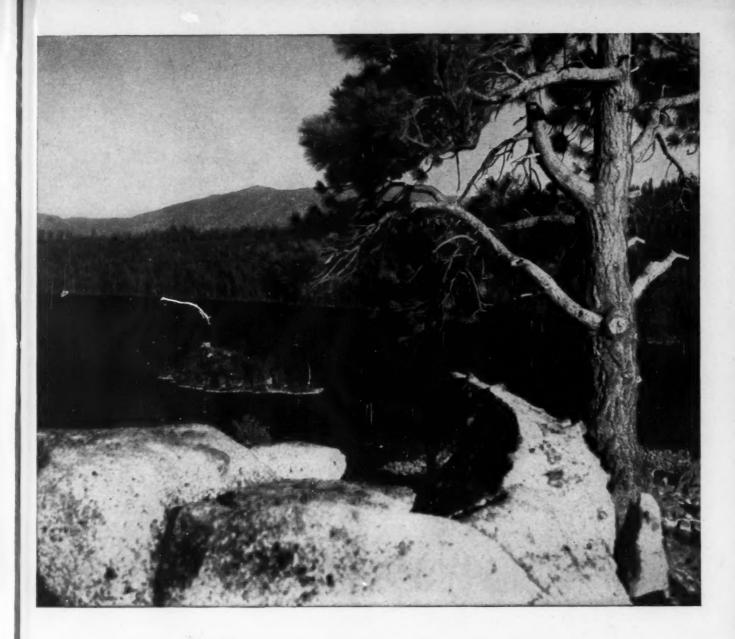
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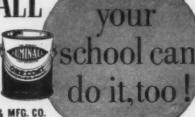
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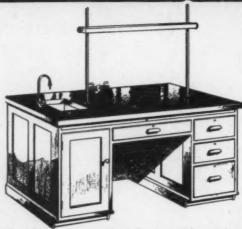
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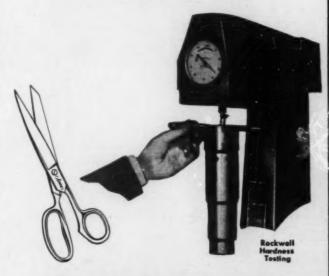
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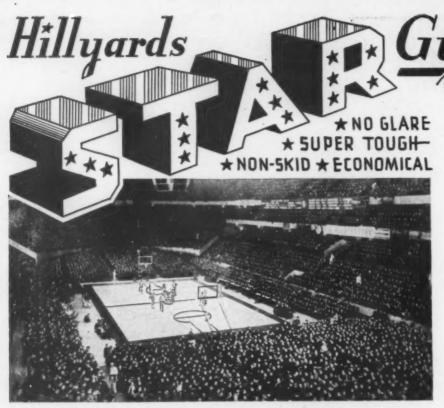
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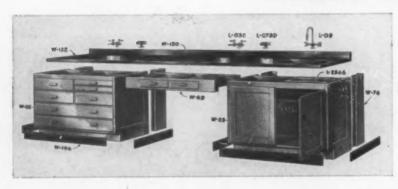
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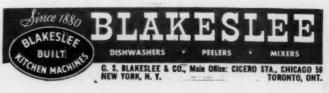


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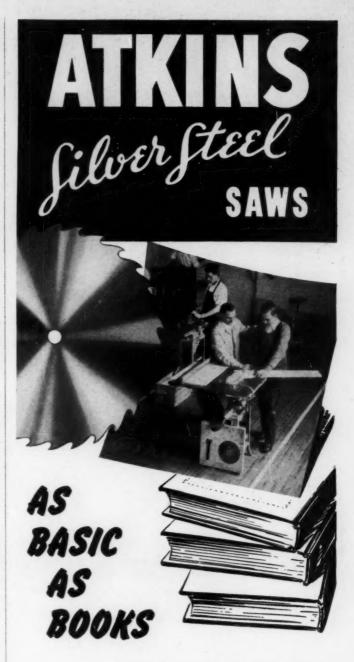
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Good tools like Atkins "Silver Steel" Saws are as important to your school work-shop as good textbooks to other classrooms. They speed successful teaching because they make learning easier—by quickly overcoming the beginner's hesitancy—by helping him achieve early results that promote interest in doing better. They accomplish these results because they are the result of years of saw specialization . . . of producing blades that cut faster, cleaner, easier . . . of developing keener, tougher teeth that keep cutting longer. And Atkins Blades are budget-sparing, too — built to stand the knocks of day-in and day-out school-shop service.



E. C. ATKINS AND COMPANY

Nome Office and Factory: 402 S. Illinois St., Indianapolis 9, Ind.

Branch Factory: Portland, Oregon

Branch Offices: Atlanta • Chicago • New Orleans New York • San Francisco



# ★ NEW RUGGEDNESS ★ NEW SMOOTHNESS ★ NEW UNDISTORTED PICTURE PROJECTION

Here, for the first time, is a large screen that hangs right every time! The new Da-Lite Model C Screen has an oversize steel roller (2½" or 3" in diameter, depending upon the screen width)—a tubular steel slat in the lower edge of the screen fabric—and a long steel reinforcing saddle for the pulling ring—that together provide strength and rigidity never before offered in spring-roller type screens of this size. No bulge, no pockets or billowing to distort pictures! Even tension assures all-over smoothness.

The Da-Lite Model C has specially designed end caps with built-in wall and ceiling hangers (see inset above). Available with Da-Lite Crystal-Beaded or Mat White surface. The sturdy, hexagon-shaped steel case is handsomely finished in grey enamel. For perfect projection of visual teaching material in classrooms and auditoriums, ask your visual education dealer for the new Da-Lite Model C hanging screen! Write for new circular! Da-Lite Screen Co., Inc., 2723 N. Pulaski Rd., Chicago 39, Ill., Dept. 12NS.

Da-Lite screens are available in 22 standard rectangular sizes for movies and 19 standard square sizes for slides and movies. Priced from \$10.00 up. Write for details!

	DA	-LITE M	ODEL C	SCREE	N SIZES	AND P	RICES*	
SIZE	6' x 8'	8' x 8'	7' x 9'	9' x 9'	8' x 10'	10' x 10'	9' x 12'	12' x 12'
PRICE	\$78.00	\$83.00	\$86.00	\$96.00	\$105.00	\$115.00	\$143.00	\$160.00

\*Black borders are 6c per sq. ft. additional, based on picture size of screen.



... WORLD'S LARGEST SELLING SCREENS SINCE 1909

# What's New FOR SCHOOLS

DECEMBER 1947

Edited by BESSIE COVERT

TO HELP YOU get more information quickly on the new products described in this section, we have provided the postage paid card opposite page 108. Just circle the key numbers on the card which correspond with the numbers at the close of each descriptive item in which you are interested. The NATION'S SCHOOLS will send your request to the manufacturer. If you wish other product information, just write us and we shall make every effort to supply it.

### Paper Towel Dispenser



Elimination of waste in the use of paper towels is the important feature of the new Mosinee Roltowl Cabinet. The "Rocking Core" feature of the dispenser permits the roll of towels, held by an unbalanced roll holder, to rock only as far as the groove length, causing the towel to tear off at the perforation. Thus it is impossible for the user to spin the roll and secure more towels than are needed. This simple device has no mechanical part to get out of order.

The new Roltowl dispenser also pro-

vides a hood to cover practically the whole roll of paper towels except the bottom where the towel is torn off. It is provided with a lock and key so that users cannot disturb the roll, another protection against waste or loss. Bay West Paper Co., Dept. NS, Green Bay, Wis. (Key No. 577)

# Slide Service

A new service for the making of slides for teaching and other purposes is now available. Negatives up. to 4 by 5 inches can be accepted for reducing to 35 mm. black and white slides, unmounted or mounted in cardboard frames. R. F. Nylen & Associates, Dept. NS, 29 S. La Salle St., Chicago 3. (Key No. 578)

# All-Purpose Vacuum Cleaners

Two new models have been added to the All-Purpose vacuum cleaner line manufactured by Multi-Clean Products Inc. They have powerful one horsepower motors which create a strong vacuum designed to pick up anything small enough to pass through the tubes and attachments. The special attach-

ments include those to clean walls, ceilings, venetian blinds, radiators, overhead beams and other places difficult to manage. A squeegee attachment takes

up suds and dirty water.

The motors are sealed against dust, dirt and moisture. Independent air cooling systems for the motors assure longer motor life and increased operating efficiency and safety. Model MCV 214 has a 14 gallon tank and Model MCV 220 has a 20 gallon tank. The new models are portable, non-tipping, easy to operate, safe for wet or dry pickup (Key No. 580)



and are constructed for strength and durability. Multi-Clean Products Inc., Dept. NS, 2277 Ford Parkway, St. Paul 1, Minn. (Key No. 579)

### Silent 16 mm. Projector

The new "Imperial" silent 16 mm. projector was recently announced by the Ampro Corporation. It is light, compact and easily portable while providing maximum illumination with smooth, silent performance. The new model has the Ampro Swing-Out-Gate which permits easy inspection and cleaning of aperture plate and pressure shoe. It also has the new Cordomatic Type Power Cord Attachment which rewinds automatically in the base, permitting the unwinding of just the amount of cord required.

A still picture button permits stopping any frame indefinitely, the automatic safety shutter prevents damage to the Heights, Ill. (Key No. 581)

film and film movement can be reversed by switch without stopping the projector. A pilot light facilitates threading and operation in a darkened room and a powerful fan provides ventilation of the high wattage lamps. The Imperial is equipped with 2 inch coated super projection lens, speed F:1.6 and can be used on both AC and DC. It is finished in bronze and enclosed in a luggage type case with a 400 foot reel and standard accessories. Ampro Corp., Dept. NS, 2835 N. Western Ave., Chicago 18.

# Hyloplate Lite Site Chalkboard

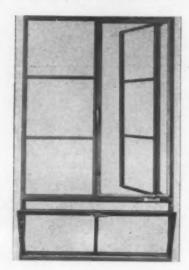
The new Hyloplate Lite Site Chalkboard has a new lighter and brighter color designed to make lighter, brighter classroom interiors. A refreshing, cool green in color, the new chalkboard is light enough to aid in the distribution of classroom light and pleasing and restful to the eye. It is designed to reduce the visual adjustment between the chalkboard and adjacent walls and is the result of Weber Costello color research.

The new board was thoroughly laboratory tested through actual installation and use for several years in specially selected classrooms before being put into production for general use. It is designed to be a part of the over-all



plans for proper classroom lighting. Weber Costello Co., Dept. NS, Chicago

### **Combination Window**



The Fencraft Combination Window provides fresh air while protecting room occupants from draft. The swing leaves deflect air into the room while the intilting vent at the bottom deflects the air upward but sheds rain or snow to the outside, thus permitting ventilation even during bad weather. The vent stays open automatically at any desired position, operated by finger-tip control.

The window is so designed that it can be washed on both sides from inside the room, thus eliminating danger and inconvenience. Since the vent opens inward, children are prevented from leaning out of windows, thus providing another safety angle. The window is made of steel, has a cam-action lock which draws the vent tightly shut and is precision fitted at the factory. Detroit Steel Products Co., Dept. NS, 2257 E. Grand Blvd., Detroit 11, Mich. (Key No. 582)

### Amcolun Safety Tile

Amcolun Safety Tile combines safety, durability, weight economy and cleanliness. A homogeneous, compact structure, Amcolun is composed of abrasive material and other inert fillers evenly distributed and bonded together. The abrasive used assures long wear in addition to a slip-proof surface. The tiles are resistant to shock impact even though light in weight.

This new tile can be applied over existing wood, concrete or steel floors and is especially adapted for use in showers, dressing rooms, laboratories and other areas where safe footing is required as well as a floor resistant to acids, alkalies, water and oil. The tile is unaffected by weather, thus making it ideal for outdoor use. It is available in red or green, in 6 by 6 or 9 by 9 inch squares, 3/16 inch thick. American Abrasive Metals Co., Dept. NS, Irvington, N. J. (Key No. 583)

### "Ten Eventful Years"

The record of history as set down by those who helped make it, from 1937 through 1946, is presented in the four volume set of books, "Ten Eventful Years," recently published by Encyclopaedia Britannica. The material was written by 800 men and women from 45 countries and assembled into four volumes illustrated with 1500 photographs, drawings, portraits and graphs and 40 maps. Practically every area of the world is covered and every significant occurrence, event and personality of the past ten years has a place in the record.

The volumes are bound in washable, durable, royal blue bindings, tooled in gold leaf. Each is 8½ inches wide and 11 inches high. The careful and complete indexing makes it possible to find any desired item quickly. Encyclopaedia Britannica, Dept. NS, 20 N. Wacker Drive, Chicago 6. (Key No. 584)

# Toastmaster Waffle Baker

The new Toastmaster double unit waffle baker, Model 2E1, has a Thermoflex Control which automatically adjusts baking time according to the batter used. The waffle baker is snapped on and preheats automatically, ready for instant use. The adjustment button is set for the desired color in finished waffles and needs no further attention. When the batter is poured in and the cover closed, a pilot light comes on. When the waffle has reached the desired crispness, the light automatically



goes off, indicating that the waffle is ready for serving.

The Toastmaster Waffle Baker is modern in design and heavily chromium plated. The grids are of extra heavy, porous cast aluminum, to minimize the possibility of sticking, and the heating elements are practically indestructible. The unit is available in all standard voltages and operates on either AC or DC. Toastmaster Products Div., McGraw Electric Co., Dept. NS, Elgin, Ill. (Key No. 585)

# Classroom Record Player

The Zenith record player, with the Cobra Tone Arm which provides fine

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reproduction with slight wear on records, is now being made available for class-room use. The unit has heretofore been used only in record store listening booths but because it meets all classroom requirements and has been requested for school use, it is now being made available to schools.

The unit is designed to withstand hard usage, to deliver full-tone, high fidelity sound, and to be easily operated. The tone arm is designed to bring out full values in music and speech and therefore should meet the requirements of music and music appreciation classes, speech and language classes and other educational uses. The player can be easily moved without danger of damage. Zenith Radio Corp., Dept. NS, 6001W. Dickens Ave., Chicago 39, Ill. (Key No. 586)

# Twin Speaker Unit

Greater sound volume and improved tonal quality are the advantages claimed for the new Twin-Speaker Unit now offered as standard equipment with sound Kodascope FS-10-N projectors. The unit consists of two 12 inch speakers built into the halves of a convenient carrying case.

The speakers can be set side by side, placed at an angle to cover the audience, or located at opposite sides of an auditorium stage or platform and connected by an accessory cord. Thus the new unit offers a flexible means of adjusting sound to the arrangement of seats and the size and shape of the auditorium.

The full volume output of each amplifier is utilized, thus providing greater sound volume when needed. The speakers are designed to handle the power with capacity to spare, thus producing sound which is clear, distinct and undistorted. Eastman Kodak Co., Dept. NS, Rochester 4, N. Y. (Key No. 587)

# Beseler Vu-Graph

The new Beseler Vu-Graph is an overhead projector by which images are



projected on a screen at the rear of a speaker who can change his own slides or copy, point, underscore, write or draw on the material being projected without turning away from his audience. The device provides a 7 by 7 inch horizontal, fully exposed projection stage upon which any transparent material may be placed and projected. Opaque material can also be used but is projected in silhouette. With the aid of specially prepared films, a speaker can develop problems on the apparatus as the films are being projected.

The machine is so designed that only partial shading of the screen is required and in many cases no darkening of the room is necessary. The special films permit either white on black background reproductions or the reverse and they can be discarded after use, since they are inexpensive, or mounted for ease in projection and for filing.

The Vu-Graph is air-cooled by forced draft, consumes about 550 watts and operates on either AC or DC. Images are centered on the screen by an adjustable mirror and the projector is equipped with a 4 inch diameter precise projection anastigmat objective lens. Charles Beseler Co., Dept. NS, 243 E. 23rd St., New York 10. (Key No. 588)

# Hand Saw

Both shop instructors and maintenance men will be interested in the new plastic handle saw recently announced. Known as the No. 3000, the saw has a non-splitting brown plastic handle with a non-slip molded grip. The handle is designed to ease the strain on the wrist and forearm, enabling the user to exert downward force on the teeth of the saw without downward force from the wrist.

Three nickeled saw screws securely fasten the polished, straight back, taper

ground blade to the handle. The saw is 26 inches long and is available in 7, 8, 10 or 11 point cut-off teeth; 5½ point rip teeth. E. C. Atkins & Co., Dept. NS, 402 S. Illinois St., Indianapolis 9, Ind. (Key No. 589)

# American Heritage Kit

A series of six authoritative Teach-O-Filmstrips illuminating the origin and growth of free institutions in America has been prepared by The Reader's Digest at the request of the National Education Association's Department of Secondary Teachers. This series, together with a Teaching Guide, comprises the American Heritage Kit for use in English and Social Science classes in junior and senior high schools, and for special programs in schools or in communities.

The material was developed under the supervision of an advisory board, the editor being Marquis James. The Teach-O-Filmstrips are entitled "The Vocabulary of Freedom," "The Literature of Freedom," "The Birth of Our Freedom," "Our Constitutional Heritage of Freedom," "The Growth of Our Freedom" and "The Meaning of Freedom Today." The films are in black and white and the 40 page Teaching Guide is illustrated. Audio-Visual Div., Popular Science Pub. Co., Dept. NS, 353 Fourth Ave., New York 10. (Key No. 590)

#### Glass-Enclosed Bulletin Board

The new Beckley-Cardy glass-enclosed bulletin board has a posting panel which slides out from behind a glass front to give full, easy access to the tacking surface. The posting surface is Peerless



cork which is designed to seal punctures immediately upon removal of tacks or pins. There are no door frames to obstruct the view, yet the material on the board is protected by the glass enclos-

The strong wood frame is finished in school brown to match woodwork and furniture and the board is available in 18 by 24, 24 by 30 and 24 by 36 inch sizes. The wood frame is made to allow the posting panel to slide either to the right or to the left. Beckley-Cardy Co., Dept. NS, 1632 Indiana Ave., Chicago 16. (Key No. 591)

# Victrola Classroom Phonograph



The new Victrola Classroom Phonograph, Senior Model, has been especially designed for schools. It offers console-instrument performance in a reproducer of table model proportions as the 12 inch speaker and large amplifier provide outstanding tone quality in compact size.

The attractive, blond hardwood cabinet is designed for attractive appearance which harmonizes with any decorative plan and does not show scratches and wear. The size is 18½ inches wide, 14 inches high and 20½ inches deep. Three ivory tone control knobs on the right side of the cabinet are mounted flush, instead of projecting, thus reducing the possibility of damage or breakage. Separate bass and treble tone control knobs enable teachers to demonstrate high and low tone registers in musical recordings.

The special RCA Victor lightweight pick-up has the "Silent Sapphire" point soldered into place. This feature provides fine reproduction and long life for records. The powerful amplifier has sufficient volume for auditorium use and hand holes in the cabinet help to give the instrument portability. Radio Corporation of America, RCA Victor Div., Dept. NS, Camden, N. J. (Key No. 592)

# Audiometer for Hearing Loss Tests

The new Deluxe Model 50-E Audiometer provides a new speech test through use of a meter-calibrated speech circuit. The new dynamic microphone and meter control the level on speech tests so that actual speech hearing loss measurements are possible. A simplified hearing loss dial provides measurement of hearing loss for both bone and air conduction. Schools interested in pupil hearing tests will find many advantages in the new model. The Audio Development Co., Dept. NS, 2833 13th Ave. S., Minneapolis 7, Minn. (Key No. 593)

# **Product Literature**

- To teach students additional skills and enable them to handle the Mimeograph duplicating machine efficiently, an essentially self-teaching textbook for advanced commercial courses has been prepared by A. B. Dick Co., 720 W. Jackson Blvd., Chicago 6. Secretaries and others having responsibility for preparing bulletins or other duplicated material will find the new book an invaluable aid. Entitled "Fundamentals of Mimeograph Stencil Duplication," the new textbook was edited by Peter L. Agnew, Ph.D., New York University, and Professor Russell N. Casler, Northwestern University, collaborated in preparing the text. Fifteen assignments covering all phases of stencil duplicating are given, each standardized in presentation. Purpose, materials needed and detailed procedure are covered and each point is fully illustrated. Problems from common business and school duplication situations are given as models and the material is so presented that the student can proceed with a minimum of assistance from the instructor. (Key No. 594)
- The increasing use of school and college auditoriums makes the new bulletin on "Powerstat Theater Dimmers" issued recently by the Superior Electric Co., 2176 Church St., Bristol, Conn., of particular interest to administrators and those specifically concerned with auditorium management. Bulletin 347 gives detailed information on types of dimmers designed to handle anything from a large auditorium to a small display. The requirements of schools are thoroughly covered and information is given on custom built dimmers for unusual needs. Ratings of all types of dimmers illustrated and described in the bulletin are listed. (Key No. 595)
- The National Forum, Inc., 407 S. Dearborn St., Chicago 5, has issued a pamphlet describing its "Social Studies Charts" dealing with economics, sociology, government, world problems and community civics. Descriptive information on the charts, prices, the editorial committee assisting in the preparation of the data and other details are given in the pamphlet. (Key No. 596)
- "Major Hollywood Film Productions in 16 mm. Sound" is the title of a 32 page catalog issued by American Film Registry, 28 E. Jackson Blvd., Chicago 4. Various types of films are listed with rental costs stated. (Key No. 597)
- · Stencil and gelatin duplicators and supplies for all duplicators are described and illustrated in Catalog 47A, "Presenting Heyer Quality," recently issued by the Heyer Corporation, 1862 S. Kostner Ave., Chicago 23. (Key No. 598)

· A helpful booklet entitled "Letter Instructional Films, Dept. NS, Coroner Perfect" has been prepared by the Royal Bldg., Chicago 1. (Key No. 603) Typewriter Company, Inc., 2 Park Ave., New York 16. The school administrator will find the material it contains beneficial for the office staff and of particular value to the commercial department in the teaching of typewriter operation. (Key No. 599)

Dishwashing problems are constantly arising in any institution which serves food of any type. Thus the series of posters on this problem which has been prepared by Hobart Mfg. Co., Troy, Ohio, should be of interest to every executive or department head even and 35 mm. sound, educational, not adremotely concerned with this detail. "Sparkling Silverware" is the title of the most recent release. Twelve and one half by 18 inches in size, printed on one side only on heavy paper so that it can be hung adjacent to the dishwashing machines, the poster shows every step in the proper washing of silverware for obtaining good results. Regular washing is pictured and each step briefly and clearly explained, alternate methods are suggested, toweling aid, storing, handling, detarnishing practices and burnishing suggestions are all included. Even a chart showing correct table arrangement of silverware is shown. The complete series to date, which includes a poster on the proper handling of tableware and detailed instructions for getting maximum use and value from dishwashing machines, is available on request. The instructions are applicable to any type machine and the series is designed to improve the quality of institutional dishwashing. (Key No. 600)

• Complete data and specifications on the Wurlitzer Organ are given in a leaflet issued by the Rudolph Wurlitzer Co., Organ Div., North Tonawanda, N. Y. Entitled "In Your Plans for Schools, Colleges and Universities Specify With Confidence the Wurlitzer Organ," the folder gives details to show why this statement can be made. (Key No. 601)

# Film Releases

"The Human Throat," "The Human Skin," "Our Feet," "Kidneys, Ureters & Bladder (Their Structure & Function), all 16 mm., sound, black and white, 11 minutes. Bray Studios Inc., Dept. NS, 729 Seventh Ave., New York 19. (Key

"Mammals of the Western Plains," "Mammals of the Rocky Mountains,"
"Snakes," "Natural Resources of the Pacific Coast," "City Fire Fighters," "Panama: Crossroads of the Western World," "Seaports of the Pacific Coast," "Pigs and Elephants," "What is Scicago 26, and the new lence?" "Magnetism," all 16 mm. sound, of the company is 7. color or black and white, 1 reel. Coronet Hollywood 46, Calif.

"Science Adventure" series, "The Sky," kit of 7 discussional slidefilms for science classes in the study of the sky: "A Multitude of Suns," "Stories of the Constellations," "The Sun's Family," "Interesting Things About the Planets," "Our Neighbor, the Moon," "The Changing Moon," and "How We Learn About the Sky." The Jam Handy Organization, Dept. NS, 2821 E. Grand Blvd., Detroit 11, Mich. (Key No. 604)

"The Duties of a Secretary," 16 mm. vertising, 30 minutes, produced by National Educational Films, Inc. for Underwood Corporation, Dept. NS, 1 Park Ave., New York 16. (Key No. 605)

"Latitude and Longitude," "Development of the Chick," "Life Cycle of a Fly," "Earthworms," "The Frog," all 16 mm. United World Films, Inc., Dept. NS, 445 Park Ave., New York 22. (Key No. 606)

"Baby Animals," "How Animals Defend Themselves," "How Animals Eat," "How Animals Eat," "The Teen Numbers," "Sewing Fundamentals," 'Sewing-Handling Material," "Sewing —Pattern Interpretation," "Sewing—Slide Fasteners," all 16 mm. Young America Films, Inc., 18 E. 41st St., New York 17. (Key No. 607)

# Suppliers' Plant News

Johns-Manville Corporation, 22 E. 40th St., New York 16, announces the opening of the first laboratory and pilot plant building of their Research Center group located near Manville, N. J. The project will be devoted to research in building materials, insulations and allied industrial projects. The new J-M Research Center, when completed, will consist of five or six buildings grouped around a quadrangle. The first building, just opened, will be devoted to research and development involving wet processes and will contain 10 miniature factories or pilot plants, each connected with its own laboratory, thus permitting all experimental production to be completed before the product is sent to a J-M factory for mass production.

United World Films, Inc. announces the removal of its New York office to the third and fifteenth floors of the building at 445 Park Avenue, New York 22. The New York film exchange of this company is now located at 105 E, 105th St., New York 29. The Chicago office is now located at 6959 N. Clark St., Chicago 26, and the new Hollywood address of the company is 7356 Melrose Ave.,

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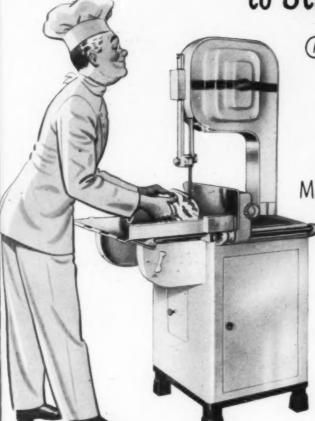
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